



Homes

and

HOME LANDS

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# Homes and

# HOME LANDS

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Primary Division Three

W. GORDON CHATTERTON, B.A., B.Paed.  
Inspector of Public Schools

Illustrations by  
AILEEN RICHARDSON

RECOMMENDED FOR USE  
IN ALBERTA SCHOOLS

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The Author.

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# PREFACE

## TO THE TEACHER

The interests of the eight-year old child are in the local community. There is, however, a dawning awareness of broader horizons. His own travels are attended by a quickening interest and more organized thought processes. Not only does he reach into a wider physical world, but into the past for absorbing and stimulating happenings.

There is sometimes, at this level, a tendency to teach in exhaustive detail and to organize completely. The thoughtful teacher will constantly assess the material covered in terms of the varied interests and maturity levels of the group. The natural approach of a child of this age is eager, curious and active. Every attempt should be made to capitalize upon these characteristics in the learning situation.

It is suggested that the year's work be planned with the following general principles in mind:

(a) The child's interest in people should be utilized so that he will note their underlying similarities and interdependence.

(b) The material should be meaningfully related to the child's experience.

(c) Each lesson or unit should provide a challenge,

(i) to give the opportunity for intellectual response on the part of the pupil. "Why?" is the key to this approach.

(ii) to give the child frequent rich experiences in working with others. This may be done in co-operative planning, in group discussion, or in the location and presentation of materials. Such skill as the ability to state a case clearly, to gracefully accept the constructive criticism of classmates, or to listen patiently and attentively to the opinions of others, are not attained without practice. Democratic attitudes do not suddenly blossom at maturity.

(iii) to develop the Social Studies skills regularly and thoroughly. For assistance in the development of these essentials the teacher is referred to *Skills in Social Studies*, Helen McCracken Carpenter, Editor (24th Yearbook of the National Council for the Social Studies—1953, 1201—16th. St., N.W., Washington 6, D.C.)

(iv) to include within it the desire on the part of as many pupils as possible for further learning. This is an emphasis which may prove to be productive for all pupils, and particularly for those who are considered to be gifted.

### PLAN OF THE BOOK

Part I deals chiefly with *Homes*. The building of a house is described in some detail. It should be noted that building methods may vary somewhat from place to place. Pupils should be encouraged to note and compare other tools, machines, materials and methods. A contemporary house is considered first because it is within the child's actual experience. Stories of homes of the past and of other countries follow. It is hoped that the treatments of *The First Houses*, *Other Houses in Other Lands* and *Other Houses in Our Land* may prove to be provocative. In this Part the effect of climate and available materials upon building should be stressed. In Part II, *Life in Our Community* is discussed. The presentation of sections dealing with individuals or services will vary according to the location and interests of the group. In this Part the value of the contributions of each individual may be regularly noted. The desirable characteristics of a good citizen should receive particular attention. Cleanliness, helpfulness, courtesy, reliability, obedience and honesty are a few of the traits which may be developed during a consideration of these topics.

In Part III the introduction to *Other Lands* is made, as often as possible through the life of a family in each of seven representative countries. Since the child's experiences in Social Studies in previous grades have dealt with family life, and since he has considered Homes during the early part of the year, it may be expected that he will bring to this Part a full and fruitful background. He will note the basic and desirable common factors of family life everywhere. Among these are the unselfish self-sacrifice of parents and the cheerful co-operation of the children. As he continually compares the geography of other lands, and the homes, social customs, clothing and daily work of the people with those of his own in Canada, so will he develop his ability to think critically.

### ILLUSTRATIONS

Many stimulating illustrations in four colours have been provided. They have been carefully chosen and thoughtfully placed in order to complement and supplement the text. Pupils should be encouraged to secure as much additional related illustrative material as possible. Frequent correlation with Art and Crafts is recommended.

### INDEX

A simple index has been appended. It is suggested that its use be introduced to those pupils whose degree of maturity indicates that they would be able to make use of this valuable reading skill in locating information independently.

### READABILITY

This is a functional book, as opposed to those which are developmental or recreational. A sincere attempt has been made to maintain its readability at a level in keeping with the ability of the average pupil of 8-9 years. The text has been checked consistently by reference to *A Canadian Word List*, by Stothers, Jackson and Minkler (Ryerson-MacMillan). On pages 226-36 appear those words which according to the list, are considered to be above the grade 3 level. Their introduction to the pupils may form a part of the regular initial procedure. It must not be forgotten, however, that pupils should be allowed to apply their reading skills as frequently as possible in the unlocking of new words. The governing factor must be, as always, the considered judgment of the teacher.

### EXERCISES

Suggestive exercises have been grouped at the back of the book. They are divided into three sections.

Part A includes a list of Social Studies words which for the purpose of this book may be considered technical. It is assumed that they will be introduced as the lessons and units are presented.

Part B provides thought-provoking questions. It is suggested that they be used chiefly in oral situations.

Part C is entitled *Things to Do*. Under this heading are suggested individual and group activities. The regular inclusion of this type of work will foster growth, not only in knowledge and skills, but also in desirable attitudes, as outlined above.

The teacher will not find it difficult to add to these exercises according to the needs of the class.

It is the hope of all those concerned in the production of this book that the material presented in **Homes and HOME LANDS** will aid you in helping our girls and boys to lay the foundations of an understanding of the world and its people that will serve them well during the years to come.

*The Author.*

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## PART 1

### OUT OF THE SNOW, THE WIND AND THE RAIN

Jerry and Susan White lived on a pleasant street in a small town. Many great trees grew there, and in the shade were beautiful lawns.

Next to their house was a wide, open space with tall bushes along two sides. Across the back was a high wire fence. It was a large lot, and most of it was covered with grass. The

children liked to play there. The games they liked best were baseball and football.

One bright fall morning the children were eating breakfast.

"Yesterday I kicked a goal right over the sign," said Jerry to his mother.

"And I saw him do it," said Susan.

"I wish I had another boy my age to play with," said Jerry. "Girls don't play football," he explained.

"It's too bad the other boys in our neighbourhood are so small," said Mrs. White, as she looked out of the window.

"Why!" she said, "There is a man on the vacant lot."

The children ran to her side.

"What is he doing on our ball field?" shouted Jerry.

Near the front of the lot was a strange man who was bending over. His back was toward them and they could not see what he was doing.

Quickly the children ran outside to find out what was happening. They soon saw that the man was standing in front of the sign. It had been put there four years ago. Jerry was in kindergarten then. Now he was in grade three, and he used the sign as a football goal. The sign said:



The man had covered up the old words with a wide piece of paper. On it they read one word:



"Oh, my!" said Jerry, and he sat down on the grass.

The man smiled.

"The lot has been sold," he explained. "The



This is the vacant lot. Jerry is kicking a goal over the sign.

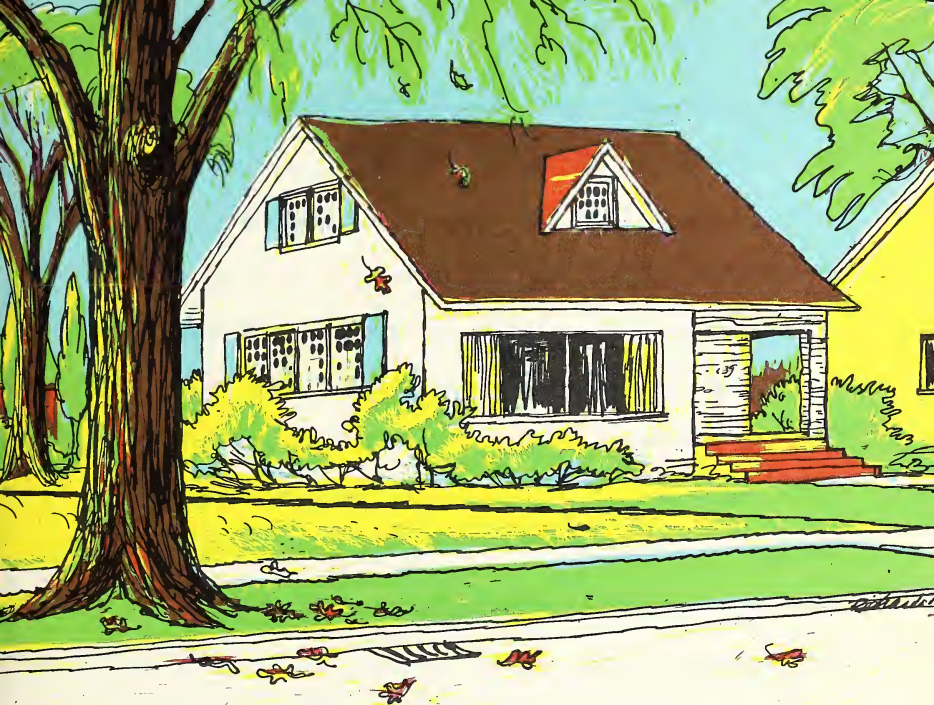
man who bought it is going to build a new house.”

“He can’t build it to-day,” said Jerry. “We have to play football.”

“Not to-day,” laughed the man. “You can play here for another week.”

Then the man got into his car and drove away.





The children live in the house next to the vacant lot.

Slowly the children went back home. Sadly they told their mother the story.

“Never mind,” she said. “Perhaps there will be children in the new house.”

“Maybe they will play ball with us,” said Jerry.

“We can play on the school yard instead,” exclaimed Susan.

“That’s right,” said Jerry, “it’s bigger too! But I’ll miss the old sign,” he added.

That night they told their father about the new house.

“I thought so,” he said. “I saw some people looking at the lot last week. I hope they will be good neighbours.”

“I hope it is a pretty house,” said Mrs. White.

“Perhaps we can watch the men build it,” said Susan.

“We can help them,” said Jerry.

### **The House Goes Up**

For a few days the children played on the lot every day. They had almost forgotten about the new house.

But early one morning Jerry and Susan heard a loud noise. They ran to the window — and there it was!

On the empty lot was a great pull shovel.

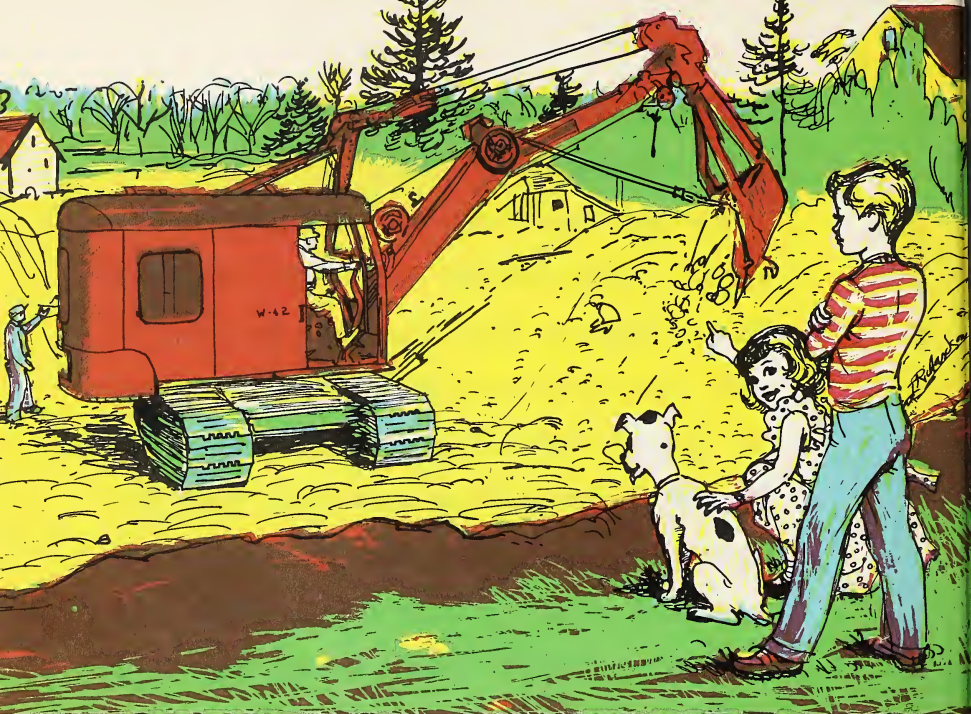
Quickly it began to work. The strong steel ropes pulled and tugged.

The great teeth bit into the ground. The engine roared like the wind. The big scoop filled with dirt. Then the long arm lifted it high into the air and the dirt poured out upon the ground. The pile grew larger and larger. The pull shovel clanked to another place and began to dig again. Soon there was another pile of earth. In a very short time there was a large hole in the ground. "That was our ball field," said Jerry in a sad voice.

"Never mind, son," said a workman. "That hole will be the basement of the new house."

It did not take long to finish the digging. Then a very long truck came down the street. The driver backed it up to the pull shovel. The workman put the great shovel on the truck, and drove it away down the street.

"That's the beginning," said a tall man.



Jerry and Susan watch the pull shovel at work. How does the man dump the earth?

“Who are you?” asked Susan.

“My name is Mr. Brown. I am the contractor. I look after the building of the house,” he said.

“May we help you build it?” asked Jerry.

“Perhaps you can keep small children from getting too close. Then no one will be hurt. And you can tell them what the workmen are



doing," said Mr. Brown.

"How will we know that?" asked Susan.

Mr. Brown laughed.

"You ask me," he said. "I'll tell you what we are doing every day."

Nothing happened for a week. Then a truck drove up. It was loaded with many kinds of boards. A sign on the truck said LUMBER.

The men are building the footings. Why does the big truck have so many wheels?





Workmen soon unloaded the truck. Then they began to build something around the bottom of the hole.

"That is for the footings," explained Mr. Brown.

"What are they?" asked Jerry.

"Watch!" the contractor told him.

Down the street came the largest truck Jerry had ever seen. On its back was a great round barrel. As the truck moved, the barrel turned slowly. The driver backed up to the hole. A muddy gray stream poured into the footings.

"That is cement, gravel and water mixed together," said Mr. Brown. "It will become hard concrete. The walls of the house will stand on the footings. They must be strong, and so the workmen are very careful with them. A good house must have a good foundation."

The footings were soon finished. In a day or two the concrete was hard and strong.

Then another truck arrived. It was loaded with concrete blocks. This truck pulled a red machine behind it.

Soon the round part inside the machine began to turn.

"Listen to the cement mixer," said Mr. Brown.

"Pop-pop, pop-pop," chugged the engine.

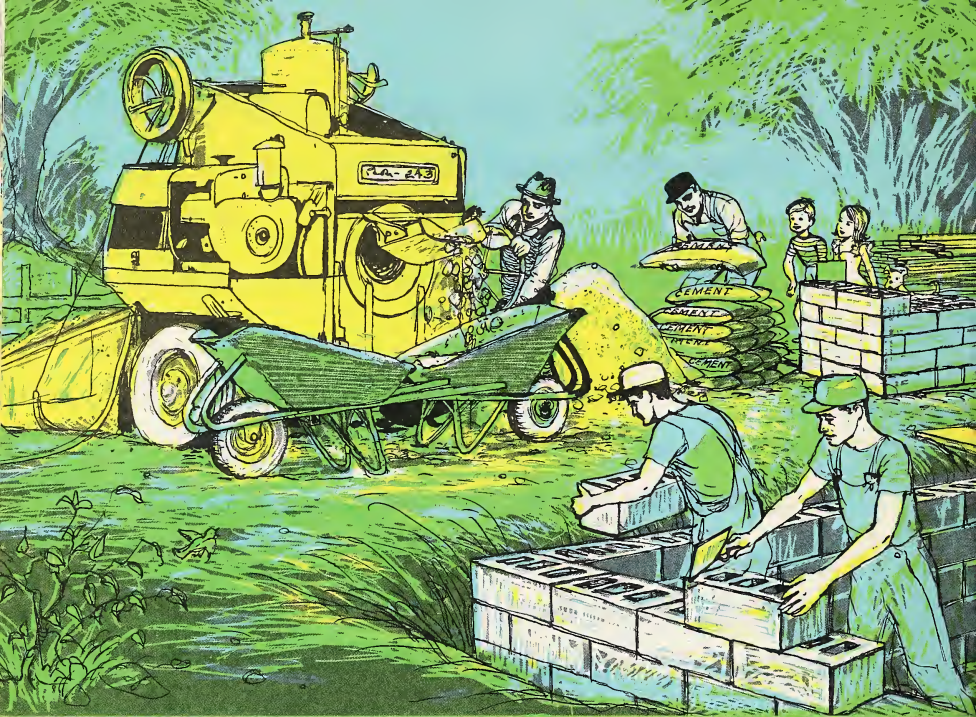
"It sounds like cowboys and Indians," laughed Jerry.

"The middle part looks like a little merry-go-round," said Susan.

The workmen began to fill the machine. They put in sand, a gray powder which was cement, and some white powder called lime. Then they poured in water from a long hose.

Soon the mixing was done. A gray, wet stream poured into a wheel-barrow.

"That is the first load of mortar," said Mr. Brown. "We use it to hold the concrete blocks together."



Masons are using concrete blocks and mortar to build the basement walls.

Down in the hole the masons began to build the basement. They quickly made the concrete blocks into walls. The children liked to watch them work with the mortar. They put it between the blocks with little tools called trowels.

After the masons came the carpenters. For a long time they were busy. The frame of the house went up higher and higher. The lumber



piles became smaller and smaller. The hammers banged and the saws buzzed.

At first Susan and Jerry watched from the street. Mr. Brown answered all their questions. They kept the other children away from the building. Each day they told their friends what the builders were doing.

Soon the frame was covered with boards

The frame of the house is finished. The bricklayers are beginning to lay the bricks.



and the roof was put on. Susan and Jerry could not see what was happening inside the house. Then Mr. Brown took them inside to watch.

One day a load of red bricks was delivered. The bricklayers began to build the chimney and the walls with them.

"The downstairs walls will be made of brick," explained the contractor. "The upstairs walls will be made of boards. Sometimes the walls of a house are covered with boards. We call it a frame house."

"This one will be a half-and-half house," said Jerry. "It will be half brick and half frame."

"That's right," said Mr. Brown.

Soon the heating men came with a furnace and many pipes. They put the furnace and a large oil tank in the basement. Large round pipes led from the furnace to every room in the house. The pieces seemed to fit together like a

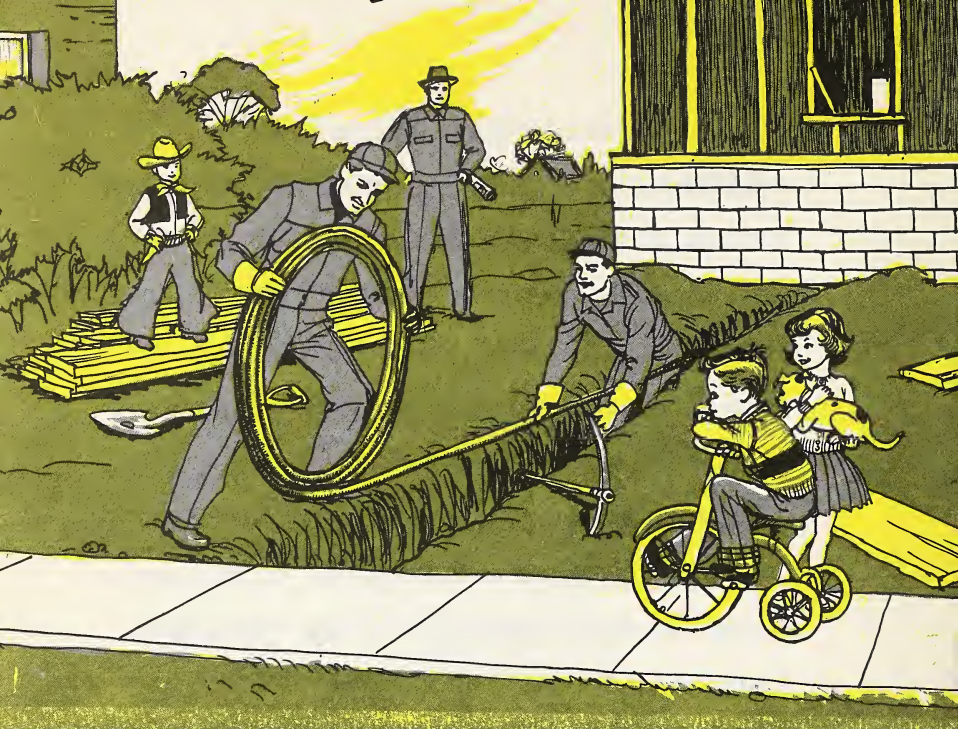


jig-saw puzzle, easily and quickly. The new neighbours were going to burn oil in their furnace. A fan would push the hot air through the pipes. In the cold weather every room would be warm and cosy. Not all furnaces burn oil. Some burn coal and others burn gas. In many parts of Canada, wood is burned to heat the houses.

One day another truck came to the new house. It was loaded with long, thin pipes. Some of the pipe was rolled up like wire.

"Those are the plumbers," said Mr. Brown. "They will dig a long trench from the street to the basement. The pipes will run through the trench and the basement to different parts of the house. Soon they will carry water to the wash tubs, the kitchen sink, and the bathroom."

Next came the electricians. They began to put wires in all parts of the house.



The plumbers are laying the pipe from the house to the road. Why do they bury it under the ground?

“Where will the electricity come from,” asked Susan.

“Do you see that pole near the street?” said Mr. Brown. “There is a big, black box on the pole. Electricity comes to the box through the wires. They are the wires which run from one pole to another. They are on all of the streets in our town.”

The electricians put wires all through the house before the walls are finished. When the walls are built the wires are covered. They come out of the walls where there is a light or light switch or a wall plug. Then the electricians join three long, black wires to the box on the pole. They join these wires to the ones in the house. The electricity goes through these

The electrician is holding a brace and bit. What does he do with them? Why is the bit so long?



wires to all parts of the house.”

“And our new neighbours will use it to run their washing machine, radio, and television,” said Jerry.

“Yes, and their toaster, iron, and many other things,” added Mr. Brown.

All this time the bricklayers laid bricks. The roofers covered the roof with shingles. The carpenters built walls inside the house, and then Jerry and Susan could see the rooms. Next came doors, closets and hardwood floors. If a thing is made of wood the carpenters know how to build it. When the walls were ready, the plasterers came. They mixed the smooth, white plaster.

“It looks like icing for a cake,” said Susan.

“But I don’t think I’ll try to eat it,” laughed Jerry.

Each man carried the soft plaster on a flat board. It had a handle underneath for one hand.

In the other hand he had a flat trowel. It had four sides and a bent handle. He used it like a little shovel to put the plaster on the wall. Then he smoothed the wet plaster with the flat part. At last the plasterers were finished. The walls and ceilings were as smooth as they could be.

In a day or so the painters arrived. They wore white caps and overalls. In their truck they brought ladders and planks, cans of paint, and brushes, too.

The men began to paint the window frames and doors. They stood on long planks. They used ladders when it was time to paint the top half of the house. Soon the first coat of paint was dry. Then the painters put another coat on top of it.

"It is not good for wood to get wet often. Wet wood soon rots," said Mr. Brown. "Two coats of paint will keep the wood dry and strong."





The men are putting a coat of plaster on the walls.

The painters began to work inside the building. They mixed different colours together. When the colour was just right, they painted the woodwork.

"I like those colours," said Susan, "I think our new neighbours will like them too."

"When do they paint the walls?" asked Jerry.

"They will be painted later," explained Mr.

Brown. "Plaster takes a little time to harden."

As the days passed the workmen finished their jobs. One by one the trucks went away from the street.

One day the children found Mr. Brown alone in the new house.

"Where are the men?" asked Jerry.

"They have gone. Their work is done," an-

The painters are putting on the first coat of paint.



swered the contractor. "To-morrow I have a job for you. You can help me clean up the lot."

The next day they brought baskets and picked up pieces of wood. Mr. Brown made a big fire to burn the rubbish.

"There's one thing I don't understand," said Jerry as they stood around the fire.

"What's that?" asked Mr. Brown.

"How did you know where to put everything? Can you remember what every workman has to do?"

"I can remember many things," laughed Mr. Brown. "But if I forget, I look at these plans."

The contractor showed them a great roll of papers. The children had seen them many times because Mr. Brown often carried them under his arm.

"These papers tell me how the house is to be built. There are drawings of every part of the building also. The plans are made before

the house is built. They are drawn by a man who is called an architect."

Mr. Brown turned toward the new house.

"What do you think of it?" he asked the children.

"I think it is a very good house," said Jerry.

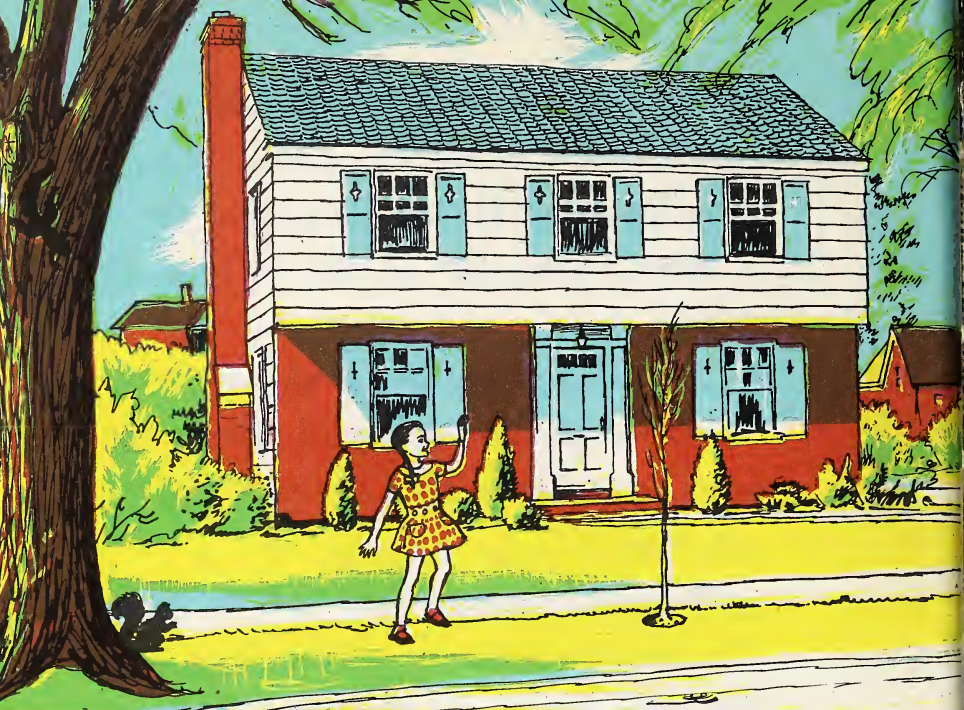
"But the lot looks bare now. I wish the new people could have a lawn and some flowers," said Susan.

"We haven't forgotten that," said Mr. Brown. "The landscape gardeners are coming soon. They will make the lot and the house look much better."

In a day or so the gardeners got to work. They planted bushes and small trees. They dug and rolled and raked the ground. Then they unrolled long strips of sod to make a lawn quickly. When they were finished, Mr. Brown was pleased.

"Now we are ready for a family to move in,"

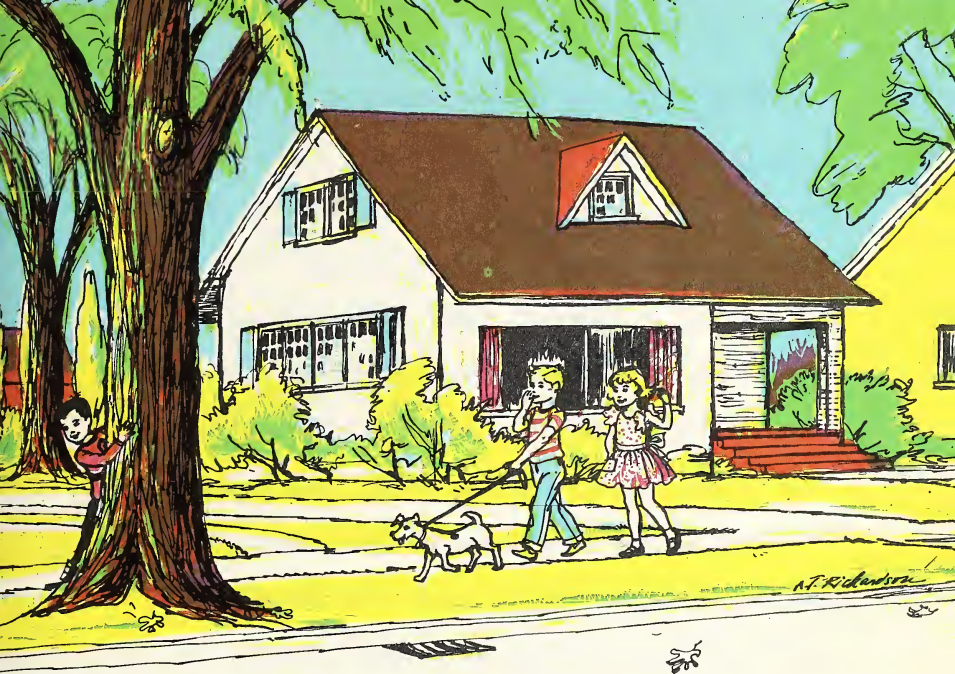




A new house now stands where the vacant lot was.

he said. "At last our work is finished. I think it is a good house. It will keep the people dry and warm. It will shelter them in all kinds of weather."

The next day the new family moved in. They had two children. Their names were Betty and Bob Smith, and they soon met Susan and Jerry. Bob was the same age as Jerry. He was a good



Susan and Jerry are coming to play with Betty and Bob.

football player, too. Soon the children were the best of friends, and Jerry was happy.

"I'm glad the Smiths live where the old, vacant lot used to be," Susan told her mother.

"And I'm glad I learned how to build a house," said Jerry.

Why did Susan and Jerry watch the builders every day? Why did they ask so many

questions? Why are people interested in houses?

It is because houses are so important. Look at the picture on page 1. Where is the best place to be? A house shelters us from heat in summer. It protects us from snow and cold in the winter. On stormy days it keeps out the wind and the rain. In our house it is comfortable, warm and dry. We are safe and happy.

When we live in a house we soon know every part of it. Our family is there. Our friends live near us. Then we call our house a *home*.

Long ago men began to look for shelter. In the next Part you will read about the first houses. You will also read about houses in other countries to-day. You will learn that their homes are not quite the same as ours.

Why are they different? When you read the stories of other lands ask yourself these questions:

What is the weather like in this place?

What things are there to build with?

This will help you to learn about "Homes and Home lands."

## **THE FIRST HOUSES**

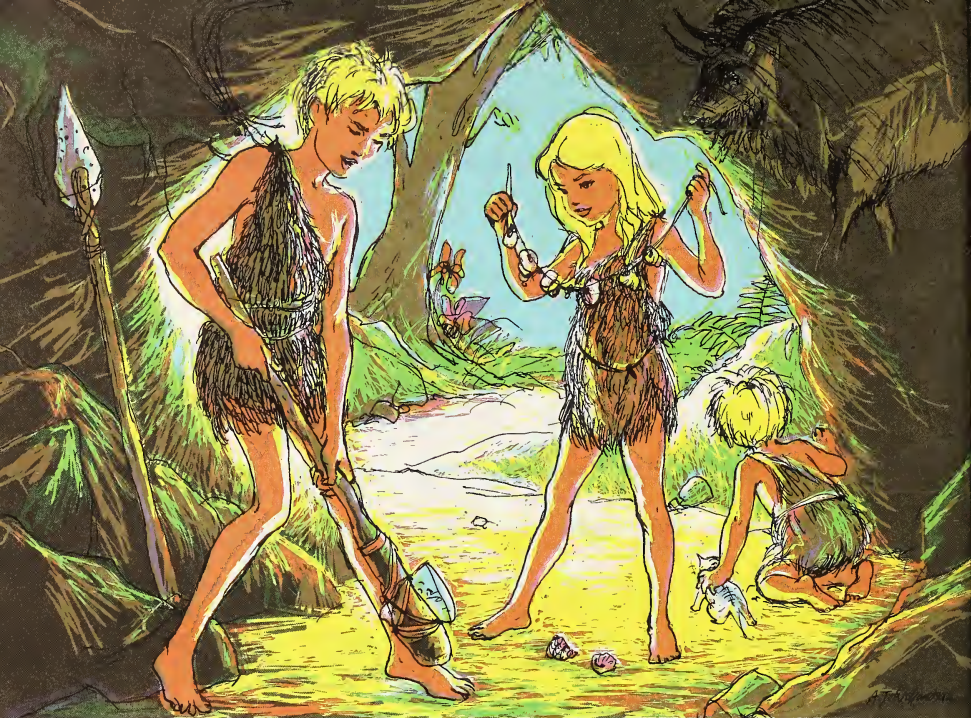
### **The Cave House**

Long, long ago there were no houses. In warm lands people lived outside. In colder places men had to find shelter. They found caves among the rocks. Sometimes wild animals were living there. The men drove them away and the families moved in.

The cave was a good shelter in bad weather. The cave people used a big, round rock for a door. Inside the cave they built a fire for heat and light. It kept the wild animals away, too. At night the family sat around the fire. Often they told stories of hunting and fishing. The children listened, or played games.

Some men drew animal pictures on the walls.





The cave boy is playing with his father's stone axe. His sister has a bone and shell necklace.

In caves in Spain and France we can still see drawings of deer, horses and bison. The cave men also drew mammoths, which are not alive to-day. They were like shaggy elephants with very long tusks.

### **The Tree House**

Some early people could not find caves. They saw birds and animals living in trees, so they

made their houses in trees also.

High in the air they were safer than they were on the ground. Their houses were built on platforms. The tree people used ladders for stairs. Some ladders were made of vines. Others were made of long poles. When danger came, the ladders were pulled up from above.

The sides of many tree houses were made

This lake dweller is coming home from hunting.  
What kind of animal has he killed?



of branches. The walls were plastered with mud. The tree people learned to weave grass for the roof. This kind of roof is called *thatch*. There is a picture of a tree house opposite page 1.

### **The Lake House**

Long ago in Switzerland men lived by a lake shore. They built their houses over the water. This was a safe place because the water helped to keep the wild animals away. It was also very handy for fishing!

A platform was built on long posts stuck into the lake bottom. The house was built on the platform. The lake-dwellers learned to weave branches to make walls. They covered the walls and floor with clay. The roof was thatched with reeds from the lake.

Many years passed and the water covered the houses. One summer, not long ago, there was very little rain. The water in the lake



went down. Soon people could see parts of the old lake houses.

In their new homes, the people of long ago were happier and safer than they had ever been. They were glad to find shelter out of the snow, the wind and the rain.

### **INDIANS OF CANADA AND THEIR HOUSES**

When white men first came to Canada they found men living here. They had reddish-brown skin. Their eyes were dark and their hair was black and straight. The white men thought they had come to India. That is why they made the mistake of calling the strange people *Indians*. We still call them by that name to this very day.

We are not sure where the Indians came from. Many wise men have tried to find out. They think, perhaps, that the Indians came long ago





The long house men are at work. What are they doing?

from a country near China. It is true that they look like the people who live in that far-off country to-day.

Girls and boys are always very interested in Indians. They were the first Canadians. Long ago they lived in all parts of our great country.

Men learn about the Indians of long ago by finding out where they lived . Then they look

carefully around the old camps. They often find bones and tools as they did in the old lake villages. These tell them how the early Indians lived. To find out more, the men often dig up the old camp ground. Then they find even more old things of early Indian days.

There were many kinds of Indians in Canada. Each kind, or tribe, had different ways of

The women are busy inside the long house.



living. There were many ways of talking. Some tribes were hunters and fishers. Others were also farmers. Some Indian tribes lived in the forests. Others lived on the wide grass lands. Some lived in the high mountains. Others lived near the great oceans.

Of course they made their houses in different ways, too.

### **The Long House**

Some of the forest Indians lived in little villages. They built high fences around them to keep out their enemies. They were farmers and grew corn, beans and pumpkins. Their fields were around the village.

These Indians built good houses. They were large and lasted for a long time. Often fifteen or twenty families lived in each house.

The frame was made of poles. The walls and the roof were covered with wide pieces of bark. The roof was sharp pointed, and there was a door at each end of the house. It looked very



much like a barn. Sometimes long poles were bent over to make a round roof. Then the house looked like a big basket. The houses were built by the fathers, but they belonged to the mothers.

Down the middle of the long house was a wide hall. On each side of the hall were many little rooms. A family lived in each room. In summer the Indians slept on benches along the walls. In winter they built fires in the long hall. The families slept near the fires. Their beds were mats on the floor. There were no chimneys. There were not even holes in the roof. The inside was filled with smoke, and the long house was always in danger of being burned.

Over the benches were places to store things. Here the long house people kept food, clothes and tools. Many ears of corn hung from the roof to dry.





These teepees are on the western grass-lands.

The Indian children played in the hall. Perhaps the old men told them good stories on rainy days.

### **The Teepee**

Some Indians lived where there were few trees. They lived on the wide grass-lands. They did not live for a long time in the same place, and so they moved their houses often. Always they were looking for good hunting and fishing.

Their home was called a *tepee*. It was a tent which was easy to move. The Indians could put it up and take it down very quickly.

The tepee was built of long poles. It was tied together at the top. This was the frame of the tepee. Then the poles were covered with the skins of animals. Mostly they used the skins of buffalo or deer.

Here is an Indian family in its tepee. One of the braves is telling a story.



The women sewed together many skins to do this. At the top of the poles they left a hole to let out the smoke. Fresh air came in around the bottom of the tent. The skin walls were fastened down with little wooden pegs. The doorway was small. It was covered by a flap of skins which the Indians could open or close. To-day Indians who live in tepees cover them with canvas cloth.

The men often painted pictures on the tepee walls. They drew animals and pretty patterns. Then they painted them with bright colours.

When it was cold a fire was made on the floor in the middle of the tepee. In the evening the family sat around the fire. The Indian braves told stories of fighting and hunting. The old men told tales of long ago. You can be sure that the girls and boys listened carefully. At night the Indian family slept on the floor. They used blankets of fur. Each one had his own place. When it was cold they slept with their

feet near the fire.

Tepee is an Indian word. It means "used for living in."

### **The Plank House**

Some Indians knew how to build what we call frame houses. They lived near the Pacific ocean. In that land are many high mountains. The mountains were covered with great trees. The Indians used the wood of the cedar tree for their buildings.

These Indian builders used stone or shell axes. They cut down the trees. Then they made posts and planks. The Indians did wonderful work with very simple tools.

With the posts they made a frame. Often there was a great pole at each corner. At the middle of one end was the largest pole of all. It was carved from top to bottom. There were carvings of birds and animals. Sometimes at the very top there was a great bird. The poles were painted in bright colours. They were called





These Indians built plank houses near the sea.

*totems*. At the bottom of the totem was a large hole. This was the door of the house.

The walls were covered with wide planks. The roof was high in the middle and sloped down on each side. It was covered with planks, too. Some of these could be moved to let out the smoke, or to let in the fresh air.

Sometimes the roof was held up by great tree trunks. Each trunk was carved like a totem

pole. Inside the house was a very large room.

Around the four walls were long benches. In the larger houses there were two or three rows of benches, one above the other, like shelves. The benches were very busy places. They were work benches during the day. They were dining room tables at meal times. At night the families slept on them.

This is the inside of a large plank house. Many families live in it.



The winters in this part of Canada were not very cold. The great Pacific ocean helped to keep the winters mild and the summers cool. The great houses did not need as much heating as you would think. Sometimes two or three fires were kept burning. They were used for heating and for cooking.

Even the dishes were made of wood. Some of them looked like boxes with no top. The outside of the dish was covered with beautiful carving. Sometimes the Indians had a great feast. Then the every-day dishes were not large enough. The Indian cooks then served the food in canoes!

Every home had many bark mats. They were made by the women, and used for many things. They were used to cover the benches. Larger mats were used as walls between family rooms. Others were used as window blinds. The windows were long cracks between the planks. The mats kept out the light and the cold.



## OTHER HOUSES IN OTHER LANDS

### The Grass House

In some countries it is always very hot. The black people of Africa build houses to keep out the hot sunshine.

Their houses are built of sticks and grass. First they push poles into the ground and tie them at the top. This is the frame of the house. They cover the top with long, dry grass. The builders tie it on in bunches. The low walls are made of woven grass or mud. This kind of house is almost all roof. It looks like a big beehive. The thatched roof keeps out the sun and the heavy rains. The people of Africa can build a grass house very quickly.

There are many ways of making grass houses. Some have round tops. Others have pointed tops. In many ways they are the same. There are no windows. All the light comes through the low door. Some grass houses are all roof. They have no walls at all. Plenty of fresh air gets in under the edges of the roof.





This is a grass house. Why is it built round?

In warm countries the people live outside almost all the time. Their living room is in front of the house. The dining room is there, too. The house is used mostly for sleeping.

Men learned to build grass houses long, long ago. But nothing is left of the first grass houses. This is because grass and sticks do not last long. They rot away in the hot, wet weather. After a while the grass house disappears.

## The Mud House

Have you ever played outside after a rain? Sometimes you get your feet muddy. The mud sticks to your shoes. When it dries it is hard.

In the hot part of Africa mud is used to build houses. The walls are made of branches. The builders mix the mud with their hands and feet. They work until there are no lumps.

There are many kinds of mud houses. These have thatched roofs.



Then they spread the sticky mud on the walls like plaster. When one coat is dry they put on another. Soon the walls are thick and strong. The hot sun bakes the mud until it is very hard.

Sometimes the mud house is round. It has a pointed roof of thatch. This kind is built when there are heavy rains. The water runs off and the mud walls stay dry.

Some mud houses have flat mud roofs. This kind is built in hot countries where there is very little rain. A mud roof would soon wash away in a rain storm.

Some people in Mexico and South America build houses of clay. This clay is called *adobe*. It is mixed with straw, and then it is made into blocks. The straw helps to hold the blocks together. The frame work of the house is wood. The outside is covered with adobe blocks. The roofs are often covered with tiles. Tiles are clay shingles. They are baked hard in an oven.



## The Tent House

In some countries the people move very often. The families always take their homes with them.

Sometimes these people have herds of animals. Soon the hungry animals eat all the food in one place. Then the family moves to another feeding ground, where there is more grass. Other people hunt wild animals for food. They often go to other places to find better hunting.

The Arabs are people who move very often. They live in a very sandy country. It is called a *desert*. There is very little water there. The Arabs have flocks of goats and sheep. They also have many camels.

Their homes are big, low tents. Poles hold them up. They are fastened with ropes. The women make the tent cloth out of camel's hair.

When the families want to move, the women roll up the tents. The camels carry them to the next place.





These people are desert *nomads*. Why do you think they have put up their tents in this place?

The Arab tent has two rooms. One room is for the father and the sons. The other is for the mother and the daughters. Sometimes the nights are cool. Then the tent sides are kept down. When it is hot the sides are rolled up.

In many parts of the world there are people who must move to get food and water. They are called *nomads*.

## The Snow House

In the far north of Canada live people who build houses of snow. They are the Eskimo.

Winter in the north is long and cold. The land is covered with deep snow, but the Eskimo people are used to it.

The Eskimo builder finds the right kind of snow for his house. First he cuts great blocks of snow. He piles them in a circle. Soon he

Why is this snow house a good home for an Eskimo family?



has made a house with a round top. A good builder can make a snow house in an hour.

The door is at the end of a short tunnel. The Eskimo crawls through the tunnel to get into the snow house.

One part of the floor is higher than the rest. The Eskimo family sleeps on the higher part. Their beds are bags of skin. The fur is on the inside to keep them warm.

The Eskimo stove is quite small. It is a small stone dish. Fish oil is put into the dish. It burns with a bright flame, but it smokes. The lamp is also used as a stove. It helps to warm the inside of the house.

Often the Eskimo family lives in a snow house for only one night. Then it moves on and builds another house the next night.

Perhaps you think that the snow house is dark and smoky. When the cold winds blow the Eskimo thinks his house is a cosy place.

## The House of Stone

For a long time people lived in houses of grass, or wood, or mud. But these houses did not last long. Men wanted houses that were better and stronger.

In some places there were many stones on the fields. The farmers had to clear them away. They soon learned to make thick stone walls for their houses. The roofs were made of wood and covered with thatch. Many stone houses had stone fireplaces for cooking and heating. The smoke went out through a big stone chimney.

At first men used only round field stones. Then they learned to make stones flat on the sides. This made them fit better, like building blocks. With these stones bigger houses could be built.

In Europe there are many very big stone houses. They are called *castles*. Kings and princes and rich people lived in them long ago.





This is an old castle. It has a moat and a draw-bridge.  
How do they help to protect the castle?

In those days the great men were always fighting. They made strong castles to keep enemies out. Often the castle was built beside a river or on a hill. A deep ditch was dug around the castle. It was called a *moat*. A *draw-bridge* led to the gate of the great house. It could be pulled up when the enemy came.

The castle walls were very thick. There were many high towers.

## Boat Houses

Already you have read about houses which can be moved from one place to another. In China there is another kind called a *house boat*.

Some house boats have flat bottoms. This helps them to go where the water is not deep. Others have a big sail which is made like a

The houseboat is a floating home. Sometimes the parents work on land. Other families use their boats to carry loads.



rag mat. This kind is called a *junk*. Other house boats have a round roof to cover the people and the load. They are pushed through the water by an oar at the back. These little boats are called *sampans*. Sampan is a Chinese name which means "three boards."

There is not much room in a house boat. The whole family has to eat and sleep in a small space. The meals are cooked on a little charcoal stove. Most of their food is eaten from bowls. The people do not use knives and forks as we do. They use sticks which look like knitting needles. Even the little children can eat with *chopsticks*.

Many of the Chinese babies are strapped to their mothers' backs. Then the mother's hands are free to work, and she is sure that the baby will not fall into the river. Very small children who are learning to walk are tied to the boat with a rope. Many Chinese children have never lived in a house on land.

## OTHER HOUSES IN OUR LAND

### Homes in New France

Many years ago people first came to Canada from Europe. The first settlers came in wooden sailing ships. They sailed across the Atlantic ocean. Their old homes were in France.

These new Canadians made their homes near a great river. It is called the St. Lawrence. They called their new home land New France. To-day part of it is called Quebec.

The settler's first task was to build a house. There was plenty of wood in the forests. Many of the settlers were good carpenters. They knew how to build great wooden ships. To build a good house was easy for them.

The frame of the house was made of heavy pieces of wood called *timbers*. The carpenters cut them with the saws they used for building ships. They sawed planks to cover the roof and sides. The roofs were steep so that the snow would slide off. The roof was covered





Ship's carpenters built the first French Canadian homes. They made planks from the trees, and used them to build strong houses with steep roofs.

with boards or shingles. The houses were simple, but they were strong and well built.

The inside of the house was plain, too. Usually there was only one room. The family lived and ate and slept in it. The light came in through two or three windows. The wooden beds were along the walls. In the day time they were used as seats.



Later the French settlers built stone houses with dormer windows in the lofts. To travel over the deep snow of winter they built sleighs like the one in the picture.

At one end of the room there was a stone fireplace. The smoke got out through a stone chimney. The mother cooked the food in a big iron pot. It hung from a hook over the fire. She served the meals on a wooden table. Her family sat on home-made chairs and benches.

Near the fireplace was a ladder. It led to

the loft, or attic. This was a great room under the roof. Often it was used as a store room. Sometimes the farmer kept his grain there. most families were large. Then some of the children might sleep in the loft.

Many old Quebec houses had windows in the roof. They let light into the loft. Each roof window was covered with a little pointed roof. It was called a *dormer* window.

In France the settlers had lived in stone houses. Stones were easy to get in the new land. Each man had to clear them from his fields. Soon many stone houses were built.

The stone houses had very thick walls. They kept people warm in winter and cool in summer. The carpenters often covered the stone walls with boards. This kept out the frost and stopped the mortar from falling out. The boards also stopped the rain from getting in between the stones. If water got into the cracks the walls soon fell down.

The winters in New France were very cold. Great fires roared in the fireplaces. Many sparks flew up the chimneys. Often they set fire to the shingles. Soon every house had to have a ladder to the roof. This was very handy if there was a fire.

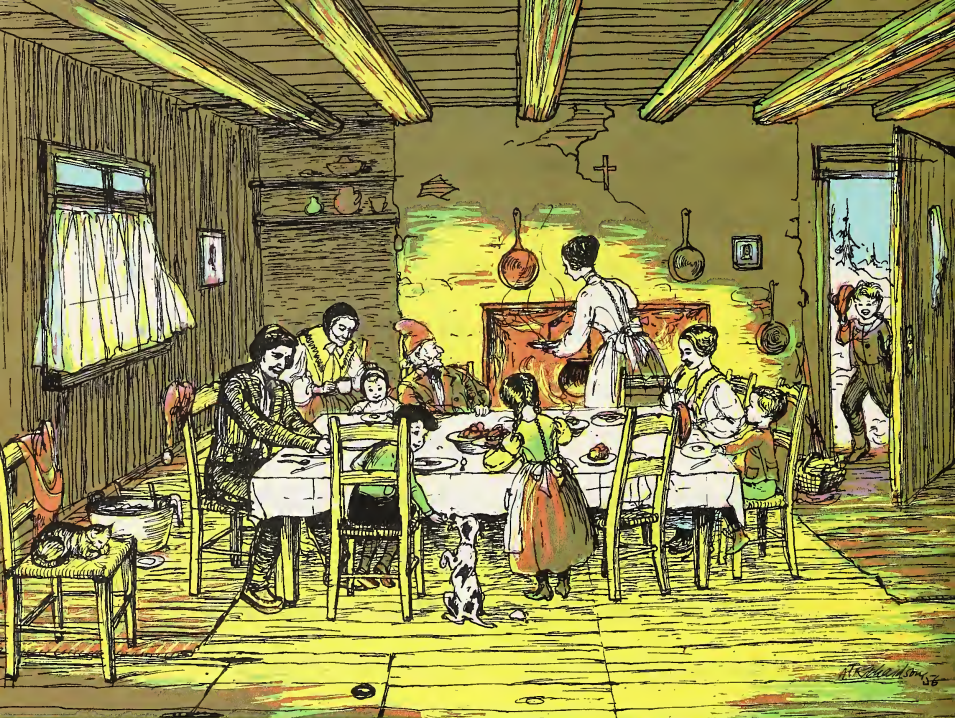
### **The Log House**

Soon other people came to Canada from Europe. Many of them came from England, Scotland and Ireland. Some came from the United States.

These people came to other parts of Canada. They were not like the settlers in New France. Most of them did not bring many tools. Often all they had was an axe, but their families had to have shelter. And so the settler soon learned how to build a log house.

He chopped down straight trees and trimmed off the branches. The trees were cut into logs and used to make walls. The logs were cut





An early Canadian family waits for mother to serve the dinner.

in a special way at the ends. Then they were fitted together at the corners. The cracks between the logs were filled with mud, moss and chips. The floor was earth that was pounded to make it hard.

The roof frame was made of logs. It was covered with flat boards and shingles, or with bark. Shingles were made of cedar. This kind

of wood was easy to split with an axe. There were few windows. At first a blanket might be used as a door. Later a wooden door was made of boards. Even the first hinges were wooden. To see what a log house was like, look carefully at the picture on the cover.

Inside the settler built a large fireplace of stones and clay. The boys and girls liked to sit around it to keep warm. Most early log houses had only one room for the whole family.

### **The Sod House**

In the western part of Canada there are great grass lands called *prairies*. There were few trees and so the settlers could not build log houses. Instead they cut grass sods from the prairie. Each sod was like a brick. The grass roots held it together.

The frame of the house was made of small poles. The builders piled sods around the frame to make the walls. They laid many poles close



The first prairie settlers could find neither logs nor stones for their houses. They built their first homes of sods cut from the ground.

together to make a flat roof. On the roof they put more sods. There was a door and a window or two. A stove pipe was stuck through the roof for a chimney.

These first houses were not very comfortable. The settlers used the materials they could find nearby. They built better houses of boards, or stone, or brick as soon as they could.

## Apartment Houses

Long ago many Indian families lived in one house. To-day in our towns and cities many families live in one house also. These buildings are called *apartment houses*. Each family has an apartment, and there are other apartments above and below.

Some apartment houses are quite small. They have only a few apartments. Others are very large. They have hundreds of apartments. Some are only one or two floors high. Others are many floors high.

Apartment buildings are built of steel, concrete, stone and brick. The apartments are crowded close together. The floor of one is the ceiling of another. No space is wasted. Apartments have stairs from one floor to the next. The big ones have elevators to carry the people up and down. The front door of each apartment is on a long hall. The basement is sometimes a big garage. This is where the apartment





Many families can live in one large apartment house.

people keep their cars at night. In the basement is the big furnace which heats the whole building.

Many apartments have balconies. The people can get out into the fresh air on these little porches. And they have no grass to cut or snow to shovel!

Apartment houses are very comfortable places to live.

## PART II

### LIFE IN OUR COMMUNITY

#### The Mill

It takes many people to build a house. Each one does his own work. When people work together they usually live together. We like to have our friends near us. Our *community* is a place where people live and work together.

Long ago Canadians made their flour at home. Pounding the wheat in a hollow stump was



hard work. The flour was coarse and bread made of it was brown. People wanted white bread. For this they needed fine, white flour. It was made by grinding wheat between two big stones. They were round and flat like plates and too heavy to turn by hand. They were turned by a machine in a *mill*.

Most mills were near rivers. The water turned a big wheel. The water-wheel made the great stones turn. Slowly they ground the wheat into flour.

In the picture you see a mill to-day. Perhaps it is near a river, but there is no water-wheel. The machines are driven by electricity. The wheat is brought to the mill in trucks or by train. It is stored in a great bin called an *elevator*. Big machines grind the wheat into flour. It is put into clean bags. Men load them into freight cars, and trains take them away to be sold.

The mill is a busy place in the community.

## The General Store

Long ago many people came to the mill. It was the centre of the community. Soon a store was built nearby. The storekeeper sold things to the farmers. Other houses were built and soon there was a little village.

At first the people made almost everything they needed at home. They grew their own food. Later they bought more and more things at the store. It was easier than making them at home. Often they had no money. Then they paid the storekeeper with what they grew on the farm. The stores sold many things. They were called *general stores*.

In the picture you see a general store as it looks to-day. It is an old building. The storekeeper lives upstairs. When you open the door a bell rings and he comes to serve you.

On one side of the store are the groceries. The shelves are filled with cans and boxes and bottles. There is a small meat counter and one





You can buy many things in the little general store.

for fruit. Next to it is a place for candy, ice cream and soft drinks.

On the other side the shelves are full of clothes and boots. There are piles of house dresses and overalls.

At the back the storekeeper keeps hardware. He sells nails, tools and pots and pans. Outside at the front are the gas pumps.

## The Bakery

In the old days mother baked the bread.  
To-day the baker does it for her.

The bakery is near the general store. The picture shows you what the shop is like inside. There is one thing it cannot show. It is the delicious smell of baking!

The bread is piled on shelves behind the counter. Sometimes it is wrapped in wax paper

The little girl buys a loaf of bread at the bakery.



to keep it clean and fresh. Pies, cakes and cookies are kept in glass cases to keep out flies and dust.

Everything in the store is shiny and clean. The clerk wears a white apron and her hands are scrubbed. She knows the price of everything in the shop. She keeps the money in a little drawer under the counter.

Behind the store is the bakery. This is where the baker is always busy. His trousers and apron are white and clean. He wears no shirt. This is because the bakery is very warm.

The heat comes from the ovens. They are like big brick cupboards with iron doors. The fires are underneath. The baker reaches far inside the ovens. To do this he uses a long wooden paddle.

Once the baker did all his work by hand. To-day he does his mixing by machine. He is always busy with dough or batter. Bread is one of our most important foods.

## The Meat Market

In the early days almost every man was a butcher. He had his own farm animals. When he needed meat he could kill a pig or a sheep. To-day many people have no cattle, sheep or pigs. They buy their meat at a butcher shop.

The village meat market is near the bakery. Trays of meat and fish are in the window. There are neat piles of lard and butter. In a basket are dozens of fresh eggs. Hanging from a rod is the poultry. There are chickens, ducks, geese and turkeys.

Inside the store everything is white and clean. The long counter has a glass front. Through it you can see roasts, chops and steaks. Next to them are hams, bacon, and sausage.

At the back of the counter are many frosty pipes. They are full of a very cold liquid. It helps to keep the meat as cool and fresh as in your refrigerator at home.

The butcher works behind the counter with many sharp knives and saws. He uses a meat-





axe with a wide blade. It is called a *cleaver*. He cuts the meat on a great piece of hard wood. It is called a *block*.

Meat is sold by the pound. The butcher weighs it on the scales. Scales do his arithmetic, too. They tell him the price of each piece.

At the back of the shop is the refrigerator. It is as big as a small room. Inside it is like a cold day in winter. This is where the great pieces of meat hang.

## The Grocery Store

A village often grows larger each year. More people come to live there and soon it is a town. Most of the people do not grow their own food. They buy it at the grocery store.

In the picture you can see Spicer's grocery. Years ago it did not look like this. There was a long counter. The customer sat on a stool in front of it. The clerk stood behind it and



brought your order from the shelves.

The picture shows that Mr. Spicer's store has changed. Now there are many long shelves along the walls and down the middle of the store. Everywhere you look they are full of groceries. Fresh fruits and vegetables are kept at the front of the store.

Now Mr. Spicer calls his grocery a *self-serve* store. The customers take what they want from the shelves. They carry their groceries in big wire baskets on wheels. The foods are packed in tins, cans, bottles or packages. The price is marked on every piece.

The checking desk is near the front door. A clerk checks the price of each thing with the cash register. It adds up the bill on a slip of paper. Underneath there is a drawer for money.

The clerk puts the groceries in large paper bags. Mr. Spicer often helps his customers carry their bags. To-day most people carry home their groceries in their cars.



## The Drug Store

Mr. Dixon came to town many years ago. His first drug store was very small. In it he sold only drugs and medicines.

In the picture you see his store to-day. It is big and bright and clean. Mr. Dixon still sells drugs and medicines, but he sells many other things, too.

Mr. Dixon sells newspapers and magazines. There is a counter for tobacco and another for candy. There are cameras, perfumes and writing paper. It is almost like a general store.

One side of the store has many shelves. Mr. Dixon fills them with bottles, cans and boxes. He has a pill or medicine for almost every sickness. He sells many things to help keep us well and clean. There are tooth brushes, tooth paste, soap, razors and many others.

At the back of the store is another counter. On the high shelves are bottles full of coloured powders and liquids. Mr. Dixon uses them to





Some drug stores have lunch counters just inside the door. Here you can buy sodas, coffee and sandwiches.

make special medicines. The doctor knows what he wants his patients to have. He writes it on a piece of paper. This paper is called a *pre-scription*. Mr. Dixon knows how to read it. He mixes the proper things carefully because he must not make a mistake. Druggists go to school for many years to learn to *fill* a *pre-scription*.

## The Clothing Store

In the early days there were no clothing stores. Mother made clothes for the whole family. Then Mr. Needles came to the village.

He was called a tailor. He made suits for men and boys. First he measured them. Then he cut the cloth carefully. Most of his sewing was done by hand. Mr. Needles taught his son, John, to be a tailor, too.

A boy is trying on a suit in Mr. Needles' store.



In the picture you can see John's clothing store to-day. It is not like his father's tailor shop. He sells suits, trousers, overcoats and windbreakers, but he does not make them himself. They are made in a big factory.

Most boys like the big mirror. It shows you how your new coat looks from the front — and the back — and the sides! Mr. Needles always makes sure that new clothes fit well.

At one side of the store is a long glass counter. This is where Mr. Needles keeps the hats and shirts and ties. At the front there is a big window where he shows what he has to sell. He always keeps it full of new clothes. Many people stop to look and then go in to buy.

Mr. Needles still does some sewing. He changes clothes to make them fit. This is called *making alterations*. He also repairs clothes when they begin to wear out. Now machines do most of the work of a tailor. Mr. Needles is happy about this. He has more time to wait on his customers.



## The Hardware Store

The hardware store is a busy place at every season of the year.

In the autumn your father needs a rake for the leaves. When he is getting your house ready for winter, he may need glass for storm windows, or a storm door. When winter comes he buys a snow shovel. At Christmas time he brings you to see the toys, skates, sleds and skis.

Spring time is the busiest time of all. Everyone is buying paint and brushes. Fathers and mothers need seeds and tools for the garden. They buy fertilizer, hoses, wheelbarrows and lawn mowers. The hardware man sells hammers and nails, saws and planes, and every other kind of tool. The children love to look at the new bicycles. They are beauties!

Mothers like to shop in the hardware, too. They always need pots and pans and other things for the kitchen. Father likes to look at





This is a hardware store. What season do you think it is? How can you tell?

all of the things he can buy for his car. Some hardware stores also sell fishing rods, golf clubs, radios and television sets.

The hardware man has many things for the farmer. He sells all kinds of farm tools, rope and wire.

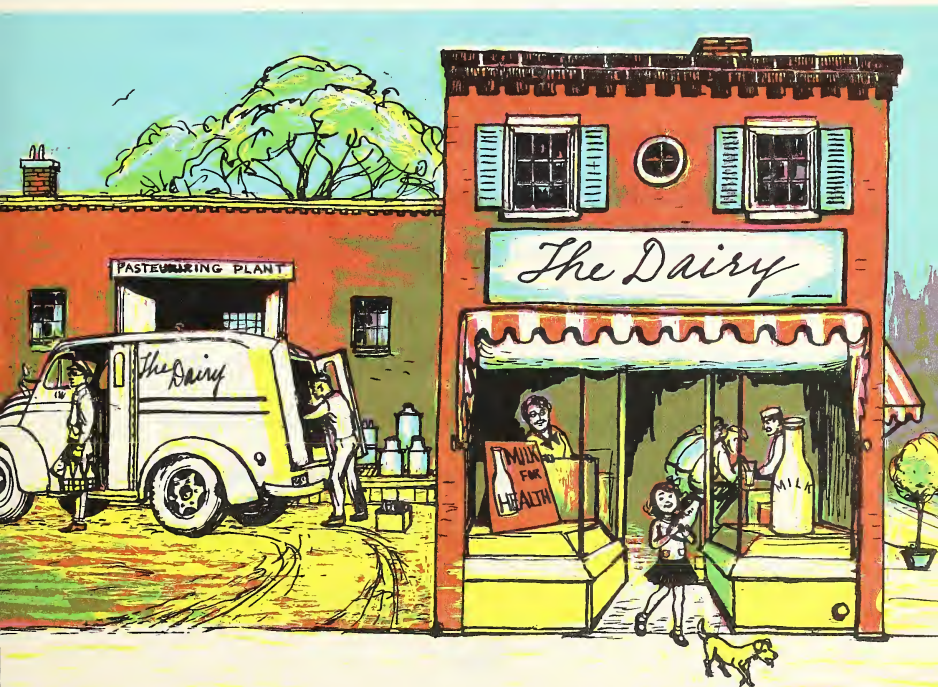
No matter where you live, the hardware man sells many things you need.

## The Dairy

Milk is one of the best foods. The dairy man brings it to every home.

He buys his milk from the farmers who live near the town. Trucks bring the milk to the dairy. It is carried in big cans. At the back of the dairy is the *pasteurizing* plant. Inside it is white and clean. The cement floor is almost

This little dairy has a pasteurizing plant and a milk bar.



always wet. The dairyman uses much hot water and steam for cleaning.

First the milk is heated. Then it is cooled quickly. This kills bad germs in the milk. Pasteurizing helps to make it pure and clean. The milk is put into bottles by a machine. The dairy man keeps them cool and fresh in a big refrigerator.

Every day the dairy truck delivers milk. The milk man leaves pint and quart bottles. He collects the empty bottles. Sometimes his customers buy eggs and butter from him.

At the front of the dairy there is a store. Every child knows where it is. It is where the children buy ice-cream cones. The dairy man makes ice-cream in his dairy. He has many different flavours. At the counter he also sells ice-cream bars, sodas, milk shakes and sandwiches. Some people do not have the milk man deliver milk at their houses. They go to the store to buy it.

## BIG STORES IN OUR CITY

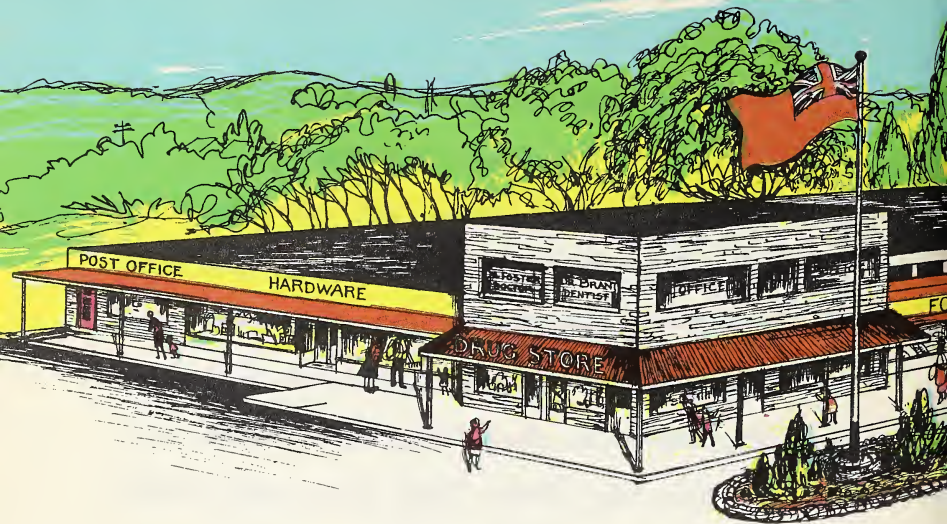
### The Department Store

Some stores in towns and cities are very large. There are many stores in one. Each store is called a *department*. The department store is a great general store. You can do all your shopping in it. Some department stores cover a whole city block. They have many floors. Some departments are in the basement. Others are on the top floor. It would not be easy to climb so many stairs. People go up and down in *elevators* or ride on moving stairways, which are called *escalators*.

There are many counters with wide aisles for shoppers. There are many clerks. Often there are men who help people to find what they want. They are called *floorwalkers*.

Girls and boys often visit department stores. Sometimes their mothers take them to get clothes or shoes. Most children like the candy and toy departments best!

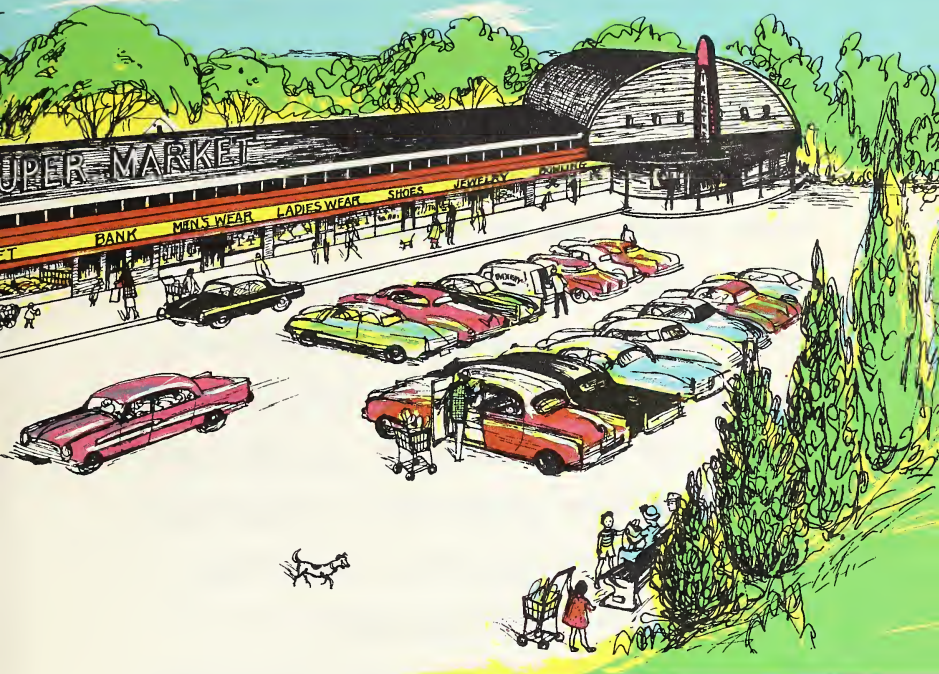




### The Supermarket

In the city there are many large grocery stores. They are many times bigger than Mr. Spicer's town store. Often they are called *super markets*. Many people come to shop in cars. Most super markets have parking lots. On busy days hundreds of cars are coming and going.

Inside the store there are many shelves with wide, wide aisles between them. The shoppers help themselves from the shelves. They carry



This is a shopping centre. It has many kinds of stores, a post office, a bank and a theatre.

their groceries in wire baskets on wheels.

Everything is neatly piled and packed. Everywhere there are clerks in white coats. They are busy filling the shelves, and marking the price on each piece. Some clerks look after the meat counter. It is not like the village meat market. The meat is cut at the back of the store. Each piece is wrapped in paper

that is clear as glass. The people help themselves and no one has to wait long.

The checking desks are at the front of the super market. The shopper unloads his basket at the desk. The checker's hands fly over the cash register. In some super markets the top of the checking desk moves. It is made of rubber and is on rollers. The groceries move along to the end of the desk. Another clerk packs them into strong, brown paper bags.

### **The Shopping Centres**

In a big city the streets are busy. Often there is no place to park a car. People like to shop near home. That is why men are building *shopping centres*. You can see one in the picture. It is near the edge of the city. Many stores are under one roof. There is plenty of room for parking. It is like the big department store in the centre of the city, but it is all on one floor, and each department has its own outside entrance.

## MEN WHO SERVE OUR COMMUNITY

### The Medical Doctor

Jane is not sick often. If she is very ill, Dr. Spencer comes in his car. He carries what he needs in a little black bag. Jane is glad to see him. She knows he will help her to get well.

If Jane is not too sick, she goes to see the doctor. In the picture you see her in his office. She has a sore throat. The doctor is looking at it. He puts a *thermometer* under her tongue. He listens to her heart. To do this he uses a *stethoscope*. One part fits into his ears. He presses the other end against her skin. The doctor writes a prescription for her to take to the druggist, and soon she will be well.

Behind Dr. Spencer is his nurse, Miss Court. She looks after the office and the waiting-room. She answers the phone and helps the doctor with his patients. Jane likes her. She is always bright and cheerful.

Dr. Spencer is proud of the picture on the wall. It shows that he is a medical doctor. He





The medical doctor is examining Jane's throat.

can put the letters *M.D.* after his name. For many years he went to school. He worked hard to get the diploma which hangs on the wall.

### **The Dentist**

John goes to the dentist's office every six months. He likes Dr. Wood and his nurse, Miss Green. They help him look after his teeth. He cleans them after every meal. Dr. Wood looks carefully at each tooth. He puts a little mirror right into John's mouth. Sometimes he finds a

little hole in a tooth. First he drills the cavity to clean it. Then the dentist fills it.

Dr. Wood cleans John's teeth. He uses paste on a little rubber brush. It spins around on the drill. The dentist shows John a set of teeth made of plaster. He uses it to show John how to clean his teeth. "Drink milk instead of soft drinks. Eat fruit and vegetables instead of candy,"

The dentist is holding a drill. Soon he will fix John's tooth.



he says.

Dr. Wood can pull teeth out. He can make a tooth, or a whole set. These are called *false teeth*. He does not like to do this, because he wants people to look after their own teeth.

### **The Veterinary Doctor**

Spot is Jane's dog. She likes him very much. Usually he is full of fun, but sometimes he is very quiet. His tail does not wag, and he lies quietly in his box. He is sick.

Jane takes him to the animal doctor. He is called a *veterinary*. She sits in the waiting room with Spot. Then they go into the office. Dr. Jordan looks carefully at Spot. He is kind and gentle. Spot seems to know that he is a friend.

Behind the office there are many cages. This is the animal hospital. Spot stays there for a few days. The doctor gives him medicine. Soon he is frisky as ever. Jane is happy to take him home again.

Most of Dr. Jordan's patients are dogs and cats, but other animal doctors work in the country. Farmers call them to see sick cows and horses. The veterinary helps to cure them. He also helps to keep all the farm animals healthy.

### **The Barber**

John has his hair cut every two weeks. He likes to sit in the big chair. It is not just an ordinary chair. Mr. Walters can make it turn around like a merry-go-round. He can make it go up or down. To make it do this he pumps a handle at the side. John used to sit on a board across the arms, but he is too big for that now.

Mr. Walters covers John with a big white cloth. It stops pieces of hair from getting down his neck. It also keeps hair off his clothes.

John sits very still. First the barber uses the electric clippers. They buzz, and the hair falls to the floor. Next he works with scissors and a comb. Then he parts the hair and brushes





When John is a man, perhaps the barber will shave him.

it. Off comes the cloth and he is finished. John jumps down and pays for his hair cut.

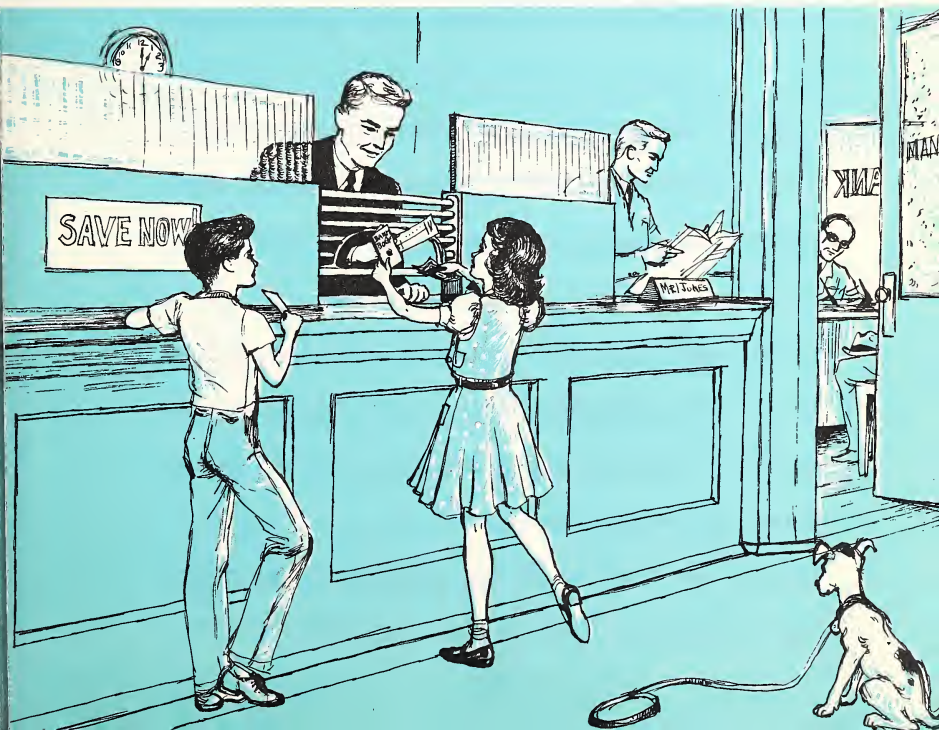
Long ago barbers were doctors too! Often they used to take some blood from their patients. They thought this would help them to get better. The barber's sign tells us about this. The red stripe makes us think of the blood. The white stripe reminds us of the bandages.

## The Banker

John and Jane are good workers at home. They help their parents every day. At the end of the week they get an allowance. They spend some of it and save the rest. The children save their money in piggy banks. Soon each of them has a dollar. Then they can take it to the big bank.

In the picture you see them at the bank.

Jane is giving her money to the bank teller.



Jane is giving her dollar to the man. He is called the *teller*. She also gives him her bank-book and he writes in it. His numbers are made neatly. They are easy to read.

The book shows how much she has saved. In the spring she will take out some of her money. She will use it to buy a bicycle.

The bank is a safe place to keep money. It is kept in a room at the back of the bank. This room has a great steel door. Only the men who work in the bank know how to open it.

There are other people behind the counter. They are working with papers and books. Bank people are good at arithmetic. If they work carefully they will make no mistakes.

Through the door you can see Mr. Smith. He is the manager. He is in charge of the bank. He helps people with their savings. Sometimes he lends money.

The bank opens at ten o'clock in the morning. It closes at three in the afternoon.

## The Policeman

Mr. Shaver is a policeman. In the picture you can see him at work. The street in front of the school is very busy. He stops the cars and lets the children cross safely.

Sometimes he visits the children in school. He tells them about his work. The children ask questions:

“Why do cars keep to the right?”

“Why do policemen wear white gloves?”

“Why shouldn’t we run across the street?”

“What does a blinking red light mean?”

“Why shouldn’t two people ride on one bicycle?”

They soon learn that we must have rules. Can you play ball or hockey without rules?

Mr. Shaver always talks about safety. He writes the safety rules on the blackboard. “You must do two things,” he says. “First you must learn the rules. Then you must keep them.”

Policemen work for us in many ways. Sometimes they walk along the streets. If you are





The policeman stops the cars. The children cross the street safely.

lost they will help you. They see that people keep the rules. In the daytime, they direct traffic. At night they protect our homes.

Some policemen ride motorcycles. Others travel in cars. They have radios to talk to the police station. If they are needed the radio tells them what to do.

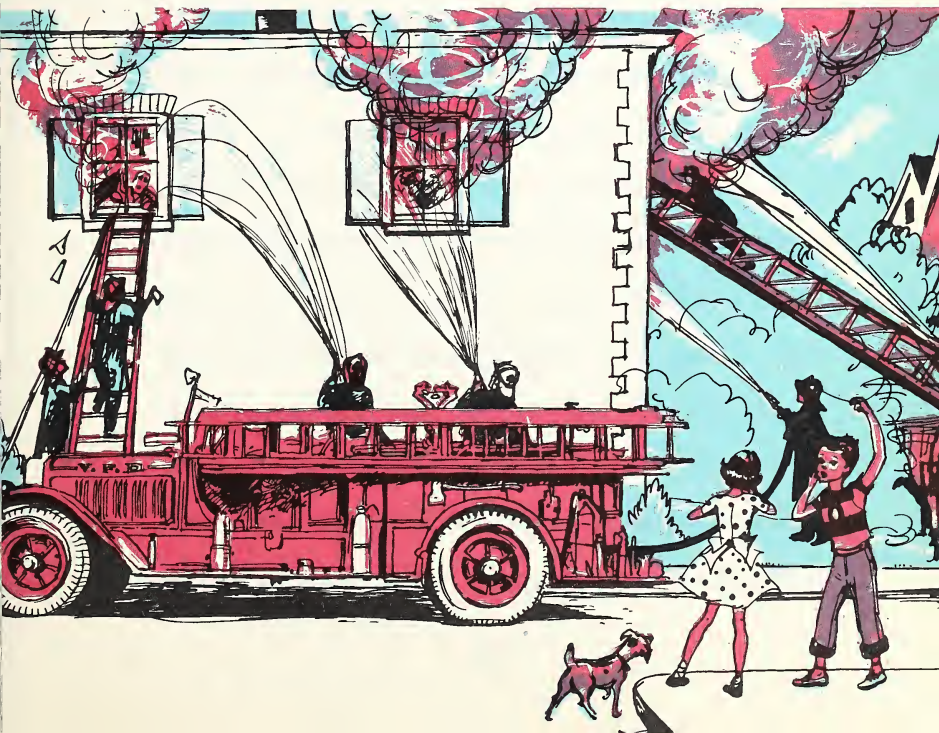
The policeman is on guard night and day for us. He is our helper and our friend.

## The Fireman

In this picture the firemen are hard at work. Every one has a job. Some join hoses together. Others connect them to the big water tap. It is called a *hydrant*. Some are climbing ladders to save people. Others are turning the streams of water on the fire. Soon it will be out.

At a fire the fireman wears a helmet. It protects his head. He wears a rubber coat and

The firemen will soon put the fire out.



boots to keep him dry. The fire chief tells the firemen what to do. He comes to the fire in his own red car.

After the fire the firemen go back to the station. They wash the trucks and dry the hoses. There is always work to be done. The fireman is always listening for the alarm bell. Sometimes the alarm comes from a fire alarm box. Sometimes it comes over the telephone.

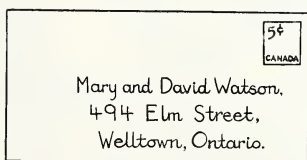
When the bell goes every one jumps. On go boots, coats and helmets. The motors roar. The sirens scream. Away go the trucks!

Often the fireman comes to school. He tells about the fire safety rules. "Don't play with matches. Help to keep your homes neat and tidy. Know the telephone number of the fire station. Know how to use the fire alarm box. Don't run after fire trucks or crowd close to a fire. Always be careful. It is easier to prevent a fire than it is to put it out," he says.

## The Postman

Every Saturday Mary and David wait for Mr. Gay, the postman, to bring them a letter from Grandma. It is fun to read what she writes, — and to get the ten cents she always sends.

Grandma lives in another city. She always writes to her grand-children on Friday. Here is her letter. She posts it in the red mail box near her house.



Soon a man in a truck picks up the letters from the mail box. He takes

them to the post office.

Men are busy sorting letters into bags. A man puts Grandma's letter into the right bag. Another truck takes the bag to the train. All night the train speeds along.

The next day the letter gets to Welltown. A truck takes the bags to the Post Office. Men are carefully sorting letters here, too. They put all the letters for each postman together.





The postman has brought grandma's letter.

Country postmen travel by car. In the city they walk. Mr. Gay fills his mail bag with letters. Grandma's letter is there!

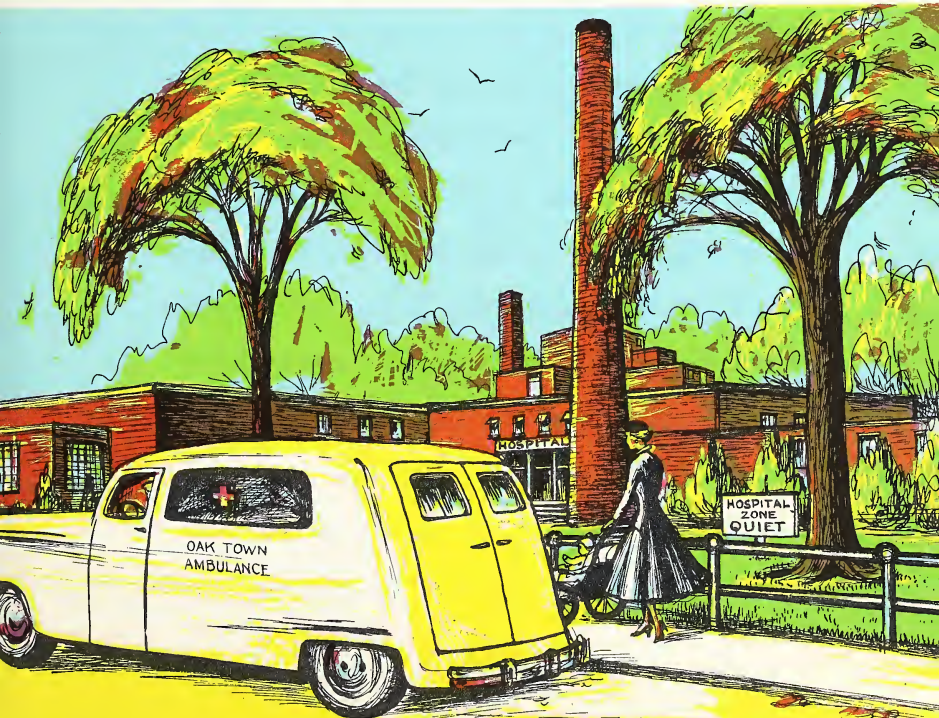
Soon he is walking along Elm Street looking at the house numbers. At number 494 he goes up the walk. There are Mary and David.

The weather never stops Mr. Gay. He knows that Mary and David will be waiting for Grandma's letter.

## The Hospital

An *ambulance* is a car with a bed inside. It carries people who are sick or hurt. The one in the picture is bringing a patient to the *hospital*.

The hospital is a building for sick people. It has many rooms and many beds. Every day the doctors come to visit their patients. There are many busy nurses who help the doctors. They wear white uniforms and caps. The nurses



live in a big house next to the hospital.

Have you had your tonsils taken out? Perhaps you went to the hospital with your parents. The nurses put you on a table with wheels on it. They pushed you to a big bright operating room. The doctor put a mask over your face. Before you knew it you were asleep. When you woke up, your tonsils were gone! Your throat was sore. But the nurses gave you ginger ale and ice-cream. That made you feel better.

Many babies are born in the hospital. They stay in a special room full of little cots. It is called the *nursery*.

The hospital has a large kitchen. In the basement there is a big furnace to keep the hospital warm. There must always be hot water to keep the building clean.

The hospital was built to help us. It is a busy, friendly place.

## The Newspaper

After school Fred sells newspapers on a busy street corner.

"Daily Herald! Five cents!" he calls.

People like to buy from Fred because he is polite and cheerful. He gives his customers the right change.

Fred pays three cents for a paper. Every time he sells one he earns two cents. He is saving to go to camp next summer.

Fred stands outside the "Herald" office. Inside there are many wonderful machines called *printing presses*. Men put great rolls of paper into one end of the printing press. Great wheels turn and there is much noise. Then at the other end of the machine — out come the papers!

Many people have a paper delivered. A boy brings it to their house every day. They pay him at the end of the week.

In the newspaper we read what is happening every day all over the world.





Fred sells his papers on a busy street. On one corner is the Daily Herald and on another, a department store.

Grown-up people read the news on the front page. Mother reads the *advertisements*. She calls them the *ads*. They tell what the stores are selling and what the prices are. Father likes to read about hockey, baseball and football. He finds this news on the *sports* page. Sometimes there is a page for children. And many people like the comics.

## The Service Station

The building in the picture is a *Service Station*. A man is putting gasoline into the tank of a car. The gasoline runs through a hose from the pump. Inside the pump there is an electric machine. It pumps the gas from a large tank under the ground. The gas pump is something like a cash register. It shows how many

Service stations are everywhere. They are in the big cities, in the towns and in the country.



gallons go into the gas tank of the car. You can also see how much to pay for the gasoline.

Another man puts up the front cover. It is called the *hood*. If the engine needs water or oil he gets it for you. Then he cleans the windshield. If the tires are soft he will put air into them.

One side of the service station is like a store. You can buy tires and batteries. There are big stacks of cans. Each one holds a quart of oil. There are many spare parts for fixing car engines.

The other part of the service station has big doors. There is room for cars to drive in. At one side there is a big machine called a *hoist*. It lifts a car and holds it up high. Then a man can get under it easily. He puts grease on all the parts that move. This makes the car run smoothly. People don't like cars that squeak and rattle. Some service stations have a *pit*. It is a narrow hole in the floor. The car drives

over it. A man goes into the pit to get under the car.

If a car has a flat tire the service station man will fix it. It doesn't take him long to find the hole and patch it. Sometimes he repairs the engine, too. He has many tools for doing this.

Many people go to the service station to have their cars washed. The cars go in dirty and muddy. They come out clean and bright. The service station men know how to polish cars. They rub and shine until the paint looks like new.

Many service stations are neat, tidy places. Everything is kept in the right place. Wherever there is gasoline there is danger. It will burn and explode very easily. That is why people must be careful at the service station. The service station man is always polite and helpful. He likes to give good service at his station.





## FAMILY LIFE IN OTHER LANDS

### Holland — The Low Country

Jan Kroon is a Dutch boy who is eight years old. He lives with his father and mother in a small town in Holland. His brother Theo is four. His sister Mia is nine.

Jan gets up every morning at seven o'clock



The bridge over this canal is being lifted to let the boats go by.

to help his mother. He makes his own bed. After washing and dressing he goes down stairs for his breakfast.

The family eats in a large, bright room. There are comfortable chairs and a piano. In the windows are pretty plants in pots. Mrs.

Kroon is like most Dutch people. She likes flowers and knows how to grow them well.

The parents and the children sit down at the table together. They will not see each other again until the evening meal. Mynheer (Mr.) Kroon goes to work in a big factory where ships are built. Jan and Mia go to school, and Mevrouw (Mrs.) Kroon keeps house. Theo will be off to school next year.

The table is set for breakfast. There are slices of white and dark bread. In little cups are boiled eggs, and there is butter in a dish. There are jars of jam and honey. On a plate are thin slices of yellow cheese. The children drink milk, but the parents have tea. There is no fruit or juice on the table.

After breakfast Mr. Kroon goes to work. He has a little car which he drives sometimes, but usually he rides a bicycle, as many Dutch people do.



Mia helps her mother clear the table. Jan practices his piano lesson. Theo rides his little bicycle to the front gate.

At half-past eight Mia and Jan are ready for school. They strap their books to their bicycles. They kiss Mrs. Kroon good-bye. Theo waves to them and away they go.

They ride along narrow, crooked streets. Housewives are busy outside. They are washing the front steps and even the sidewalks. The Dutch people keep their homes and their streets very clean.

Soon they come to the *canal*. Tall, old, red brick houses stand beside it. The children like this part of their ride. They see men who sell flowers. Others sell bright balloons and toy windmills. Little wagons full of fish and vegetables are here, too. It is a crowded market place.

The canal is busy, too. It is a water road. Little steam boats puff along, and behind them





Sometimes, on fine days, the children have their classes outside.

are strings of small flat boats, called *barges*.

The children cross the canal on a bridge which goes up and down. They pass a big open square. It is paved with round stones. On one side is the City Hall. It has a big clock in a tower. The time is ten minutes to nine. On they go past a great church with a high steeple. Soon they are at school.

The school is a fine new one. It is built of brick and there are many great windows. The classrooms are bright and cheerful. The children sit in two's at their desks. The teacher has a high desk at the front of the room.

Dutch children go to school when they are six. They have to go until they are fifteen. Pupils learn to read and write the Dutch

How is this classroom in Holland different from yours?



language. They are taught to do arithmetic. They study history, geography and science. They have singing and drawing lessons also.

You can see that their schools are very much like ours.

On this day, Jan learns about his own country. In his notebook he writes this:

### **Our Land**

Holland is not like other countries. It is flat. There are no hills or high lands. Many parts of the country are lower than the sea. Holland is called *The Netherlands*. This means the *Low Countries*. Along the edge of the sea are high banks. They keep the sea from flooding the low land. If there are no high banks we build our own. They are called *dikes*. We build dikes along rivers and canals, too. This keeps the water in the right places. On top of the dikes are roads. Trees are planted on the dikes. The roots help to make the dikes stronger.

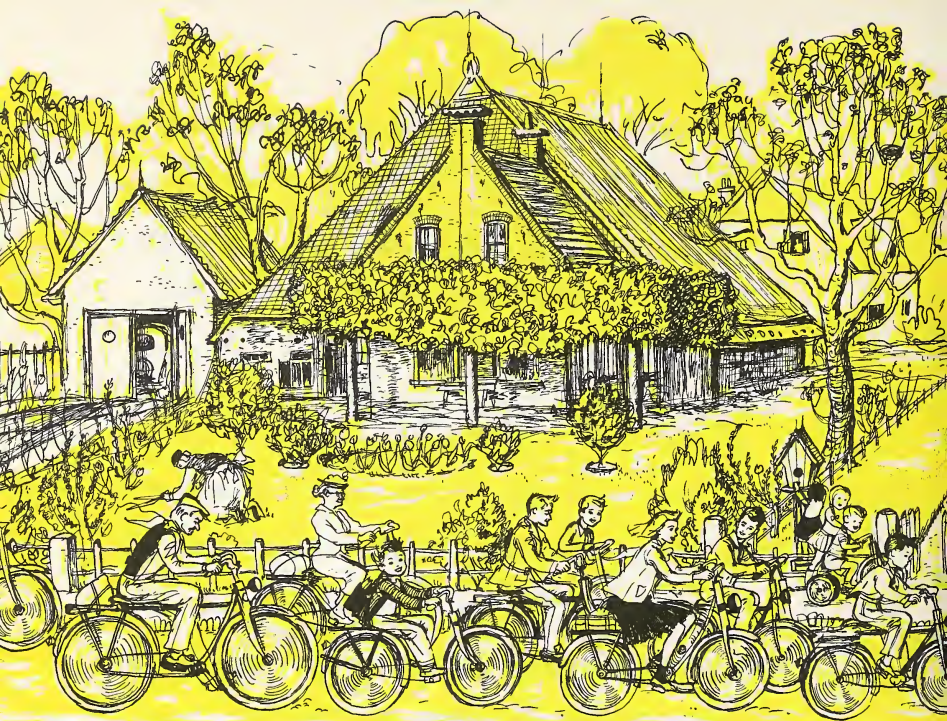
Sometimes storms crash against the dikes. The waves make big holes in them. The sea

rushes in to flood the farm lands. Then our brave people begin to work. They build the dikes again. They pump the salt water into the sea once more. Houses are repaired and crops are planted again in the fields. We never give up our fight against the sea."

At noon Jan and Mia have lunch at school. They eat sandwiches which they have brought from home. Jan plays football in the school yard. This game is sometimes called *soccer* in Canada. It is played with a round ball. Jan is good at football. He plays for his room team. Many people in Holland like football. Mia is also busy at the noon hour. She roller skates and plays on the swings.

In the afternoon Mia helps to colour a big map of Holland. Three other girls work with her. They draw pictures on the map. The pictures show what the people do in different parts of their country. Mia is a good printer. She neatly prints names in the right places.

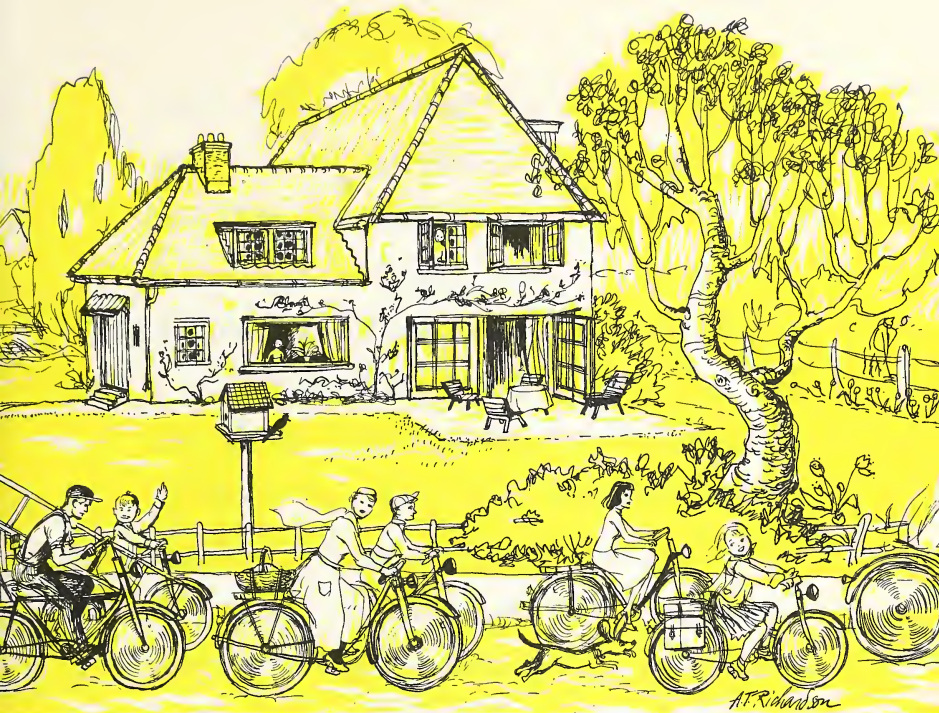




It is bicycle time. Jan and his father ride along with all the other people.

When the map is finished the parents will come to see it. The girls are proud of their work.

Soon it is four o'clock. The children go home. They hurry along the canals and streets. Theo waits for Mia and Jan at the front gate. The children have a snack of bread, cheese and milk. Mia helps her mother get the evening meal ready. Jan goes on his bicycle to meet



How is this street in a Dutch town different from the ones in your city or town?

his father at the factory.

Mr. Kroon shows Jan the great ship that he is helping to build. Soon it will be finished. Then it will sail to far-off lands across the ocean.

Jan and his father ride along side by side. It is bicycle time. Everywhere there are bicycles. The automobiles are almost pushed from

the road. Most of the bicycles are black. They carry many things besides the riders. Some have parcels tied to the front and back. One man has three children with him. Two are on the back and one sits on the cross bar! Another man carries a long ladder and a pail.

"He must be a window-cleaner," thinks Jan.

Soon they turn into their own street. A minute later the whole family is together again.

During the day Mrs. Kroon is busy. She washes the breakfast dishes. Then she begins to clean the house. Every day is like spring-cleaning day in Holland. The windows sparkle. The chairs and tables are dusted. The floors shine. The whole house smells clean and fresh.

Then the door bell rings. The big parade of salesmen begins. Half of Holland's stores are on wheels. Some are push carts, some are on three wheels, and there are a few trucks. It is very handy to have the stores come to the house.



First comes the postman. He puts the letters through a hole in the door. Then the milkman calls. He has a wooden cart. He sells butter, eggs, and milk in bottles. The baker leaves four loaves of bread, two white and two brown.

A man comes to sharpen two pairs of scissors. Another man brings vegetables. Down the street comes a bicycle. On it is a large basket of flowers. It is so big that the rider is hidden behind it. It looks as if the flowers are riding the bicycle!

At eleven o'clock Mrs. Kroon has a cup of coffee. Then she finishes her housework.

For lunch she and Theo have sausage, peanut butter and bread. Mrs. Kroon has coffee, and Theo drinks milk. The Dutch word for lunch is *coffee-drinking*.

In the afternoon Mrs. Kroon darns socks and mends clothes. Before she knows it the family is home again. It is time for dinner. They have boiled potatoes, vegetables and meat. For





This farm in Holland is very much like grandfather Kroon's

dessert there are little currant tarts.

After dinner the dishes are washed. Mia and Jan do their homework. Theo listens to a children's story on the radio. Mr. Kroon reads the newspaper. Soon after eight o'clock the children are washed and in bed.

The children do not go to school in the afternoon on Wednesday and Saturday. Then



Windmills pump water out of the polders and into the canals.

there is time for fun. In the spring they fly kites. In the winter they skate on the ponds.

On Saturdays or Sundays Mr. Kroon sometimes drives his family to the country. Grandfather Kroon has a farm there. The children like to visit their grandparents.

The farmhouse is white and has a thatched roof. There is a garden around it. The back

part of the house is the barn. Everywhere there are chickens.

There are many cows in the fields. They give much milk every day. Grandmother Kroon uses it to make cheese.

On the farm everyone wears wooden shoes. Often the ground is cold and wet. Wooden shoes keep feet warm and dry. Even the little children can run fast in their *klompen*.

Everywhere there are windmills. They have great sails which turn in the wind. Some windmills saw wood, others grind grain into flour. But most windmills help to pump out the sea from behind the dikes. In the windmill there is a big wheel. It scoops up the water and throws it into a canal. From there it runs to the sea.

Grandfather's farm was once under water, but now it is good farm land. The fields are called *polders*. They are lower than the water in the sea.

In the spring the polders near the sea are

covered with tulips. Holland is the home of the tulip. The Dutch farmers grow tulips for the whole world.

Sometimes on Sundays the little car takes the Kroons to the sea. First they go to Rotterdam. It is a great port. Jan never gets tired of looking at the ships. He likes to walk along the docks. They are piled high with goods. Some things are being loaded. They are going to other lands. Ships from across the ocean are bringing their loads to Holland. Jan sees a great crane unloading big wooden boxes. Mr. Kroon tells him that there are automobiles inside. On the boxes is painted MADE IN CANADA.

"How I would like to see what Canada is like!" thinks Jan.

In the summer the Kroons go to the beach. The children play in the sand. They splash about in the water. Jan is not a good swimmer yet, but he is learning. Soon the children are hungry. Then Mrs. Kroon spreads a cloth and





Many boats bring loads of herring home to the busy harbour.

they have a picnic.

Not far from the beach is the home of the fishermen. There are many fishing boats in the little harbour. In June the fishermen sail far out to sea. If they are lucky they catch many fish. Sometimes the boats are loaded with herrings. The fishermen scrape off the scales and clean the fish. Then they are sold on a busy

street corner. Some Dutch people eat the herring raw, with onion. Others like them in a sandwich. Every one comes running. Soon the fish are gone.

"How good they are," says Jan to his father.

Soon they are on the way home. The little car speeds along. The road is a good wide one. There is also a little path for bicycles only.

This is Queen Juliana and her family. Can you name the girls?



This makes it safer and even children can ride without danger.

When they get home, Mrs. Kroon makes a snack and they eat. Mr. Kroon reads the children a story. Jan plays the piano. The children sing. At last it is time for bed.

Holland has a Queen. Her name is Juliana. Her husband is Prince Bernhard. They have four daughters. Their names are Beatrix, Irene, Margriet, and Maryke.

A few years ago there was a great war. There was fighting in Holland. The Queen came to Canada with her children. Margriet was born in Ottawa. It is the capital of our country. Beatrix and Irene went to school in Ottawa. Canadians were very proud to have these visitors from Holland.

The Queen's birthday is on April 30. Then all the people are happy. Dutch flags fly everywhere. They have stripes of red, white and blue. Many people go to see her. They take

flowers and other gifts. Jan and Mia never forget their visit to the palace. There were great crowds. Some of them wore beautiful costumes. In some parts of Holland the people still wear the clothes of long ago.

December 5 is the birthday of St. Nicholas. Jan and Mia have been getting ready for a long time. There are presents and many surprises. Every Dutch child knows the story of St. Nicholas.

He comes to Holland each year for his birthday. He comes on a special steamboat. It brings him from sunny Spain. He has a black servant called Peter. St. Nicholas brings presents for everyone in Holland.

The night before his birthday is an exciting time. Jan, Mia, and Theo each put one shoe in front of the fireplace. At night St. Nicholas rides his white horse over the roofs. He listens at every chimney. He can tell if the children have been good. If they have, he sends Black





St. Nicholas rides on his white horse. Black Peter walks behind him and throws candies to the children.

Peter down the chimney to put a present into every shoe. Jan always puts a carrot and some hay into his shoe.

“That’s lunch for the white horse,” he tells his mother.

In the morning the children find their presents. Everyone has a good time. St. Nicholas comes to the homes. He is very busy. Often



The children laugh to see the funny clowns walk on their hands.

there is not enough time to visit every home.  
Then he sends bags of presents.

The jolly saint goes everywhere. He visits the hospitals and factories. Everyone is glad to see him. Then there is a great parade. The Kroon children always go to see St. Nicholas ride his white horse. Black Peter walks along beside him. They wave to the great crowds.

Black Peter throws candy to the children.

Jan, Mia and Theo hurry home after the parade. How hungry they are! They have had very little to eat all day. They are leaving plenty of room for the good things that are coming. They can hardly wait! There will be gingerbread dolls and animals made of sugar. They will have chocolates and cakes, also.

The children may stay up later on St. Nicholas Day. The next day school does not begin until ten o'clock.

Christmas is also a great day in Holland. Then the Kroon family goes to Grandfather's. The country is a pleasant place. The children always have fun there.

The Kroons are a happy family. They are proud of their beautiful country, and of the people who have worked hard to push back the sea.



# A St. Nicholas Song

Good Saint Nich'las (*Sint Niklaasje kom maar binnen...*)

Good Saint Nich'las is in Holland once again With his horse and Peter from sunny Spain. And e - ven if he  
Sint Ni - klaasje kom maar bin-nen met je knecht, Enue zilt-en al-le-maal e - ven recht, Mis - schien heeft u wel

can't stay long, We hope he'll stop to hear our song, Dear Saint Nicholas the door is o-pen wide, For you and  
e - ven tijt, Voor u weer naar Span - je rijdt. Sint Ni - klaasje kom maar e - ven bij ons aan, Maar laat uw

Pete to step in-side. And we're singing, voices ringing, and our hearts rejoice 'Cause the Saint loves all good boys.  
bui-ten staan. Enue zint-gen en we springen en we zijn zo blij, Want er zijn geen stout - te kind'-ren bij.

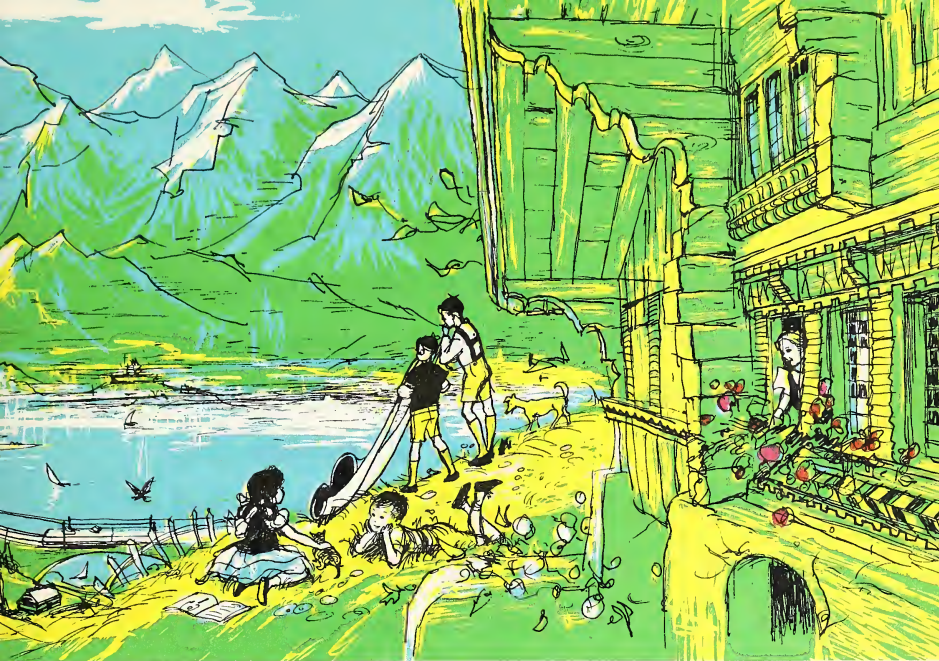




### Switzerland — A Mountain Land

Do you remember the country in Europe where the lake houses were found? It is called Switzerland.

Switzerland is a small country like Holland. But it is not flat and it does not touch the sea. In Switzerland there are many mountains. If you live in British Columbia you will know what it is like. If you live where there are no



Most of the towns and villages of Switzerland are in the mountain valleys. Here boys are blowing Alpine horns near a chalet.

mountains look very carefully at the pictures.

The people of Switzerland live among the mountains. Here there are many beautiful valleys and lakes. The great, rocky mountains stand in long rows. Their tops shine with snow, even in the summer time.

In a high mountain valley live Heinrich and Emma. Their home is near a little village. The

house is tucked away by the side of the mountain. The roof is red and sticks out like the peak of a cap. Under the peak the wood is neatly piled. In winter it is cold, and there is much snow. Then it is good to have a great pile of wood to keep the house warm.

The house and barn are all together. The family lives at the front. The cows, horses and pigs live at the back. Up above the hay is stored.

Heinrich and Emma first went to school when they were six. Their school is in the village. They are lucky to live close to it. Some of the children have to walk a long way to school each day.

Most of the people of the valley are farmers. Their fields are on the sides of the mountains. Sometimes the slope of the land is very steep. Then most of the work is done by hand. When the fields are not so steep, horses and farm

machines can be used.

Almost every farm has cows. In the winter they are kept near home. The farmer feeds them hay. In the spring the cows are taken to pastures high in the mountains.

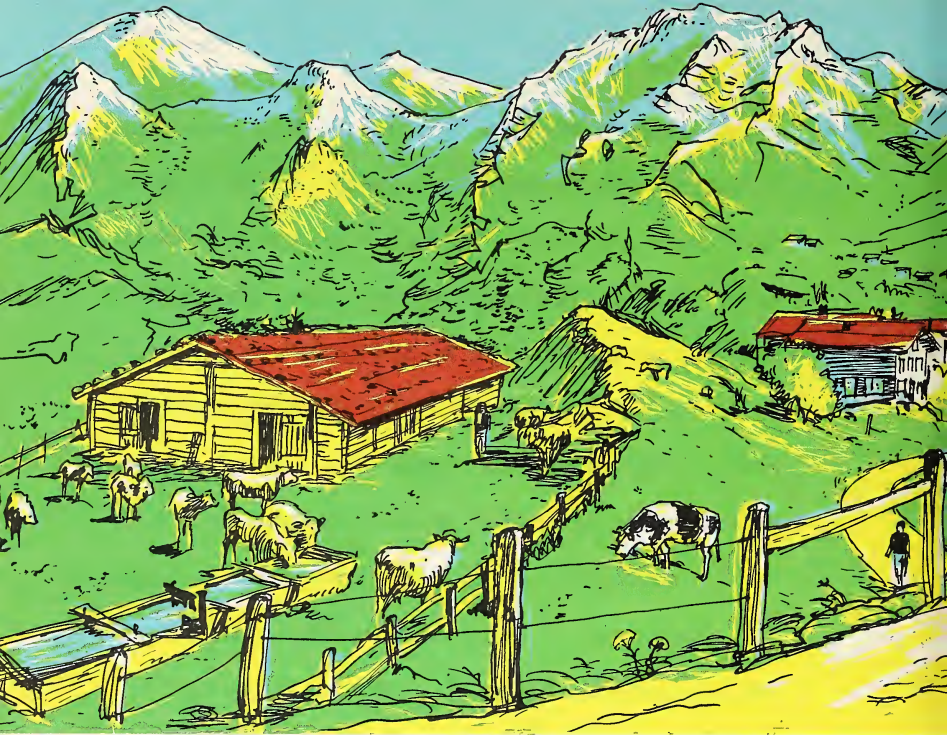
Heinrich and Emma look forward to this time. They dress in their best clothes. The church bells ring, for it is a happy day.

The herdsmen form the cows into a long line. Each cow is clean and healthy. The farmers are proud of them.

Emma makes chains of flowers. Each cow has a daisy necklace over its heavy collar. Heinrich polishes each collar. He works until he can see his face in the leather. A bell is fastened to the collar. He polishes all the bells until they shine. When the cows walk the bells tinkle merrily.

Heinrich and Emma walk with the other children. They are at the front of the long





procession. Then come the older girls. Next are the cows and the herdsman. At the last are the wagons. They carry the things that are needed in the high pastures.

Everyone sings and the bells ring. The cows are on their way. Spring has come!

Up, up and still up, the cows go. The road turns and twists. The children are left far



Spring is the time for the cow parade. Then the farmers take their cattle to the high mountain pastures, where the grass is green and tender.

behind. At last the procession comes to the mountain pastures. The slopes are covered with tender, juicy grass. The cows stay here with the herdsmen all summer. Each day they are milked. There is no way to keep the milk fresh, and so it is made into cheese.

## How Cheese Is Made

The men pour many pails of milk into a big copper kettle. They put it over a wood fire. Soon the milk is hot. They pour in something to curdle it. The milk gets thick and lumpy. It turns into soft cheese, or curds. The men put the curds into a bag and press out the water. By the next day the cheese is hard.

In the pasture there is a long, low barn. Part of it is used for making cheese. The cheeses have to be watched carefully. The men wash them every day, until they are ready to eat. Most cheeses weigh more than you do. Some weigh as much as four or five Grade Three children.

Heinrich and Emma like to visit the herds-men. They take the mail and newspapers. They carry their lunches too. It is a long climb and they rest often. At last they get to the high pasture. The men are glad to see them. In a minute they are all busy reading.

The children play together among the rocks.

They climb to the top of one that looks like a tower. They can see for miles and miles. All around them are the snowy mountains. Far below them is the valley. A river flashes in the sunshine. Beside it is a road. It twists and turns like a snake. They can see the cars moving along the road. To the children they look like little black ants.

Down below them some men are cutting hay. When it is dry they put a net around it to make a bale. How hard it is to carry it down the steep hillside without slipping!

Farther below they can see their own farm. The house is like a toy. The fields look like little patches on a quilt. There they are — wheat fields, potato fields, and more hay fields. Here and there are green orchards. Near the house they can see a little white dot.

“There is mother working in the garden,” says Emma. “Let us go and help her.”





Everyone helps to carry the hay down from the fields  
on the mountain sides.

In the evening the children do their homework. Heinrich is reading a story about William Tell. Every Swiss child knows the story. Here it is:

### **William Tell**

Long ago Switzerland was not free. Our country was ruled by cruel men from another country.

One of these men was named Gessler. He stuck a spear under a tree and put his hat on it. Gessler told everyone who passed to salute the hat.

William Tell was a great archer. When he passed by the hat he did not salute. Gessler's men put Tell into prison. He was punished in a cruel way.

An apple was put on his son's head. William Tell had to shoot an arrow through it.

William Tell is ready to shoot the apple from his son's head.



His son was in great danger. Even such a good shot might miss.

But William Tell was a brave man. He pulled the bow string to his ear. Straight and true shot the arrow. Right through the apple it flew. How the people cheered!

Gessler noticed that William Tell had another arrow under his coat.

"That arrow was for you if I had hurt my son," said the archer.

To-day there are no cruel men from another country. For a long time Switzerland has been free. The people are proud of their mountain land.

When Heinrich is reading, his sister is busy, too. Her mother has taught her to sew. Now she is working on a piece of cloth. She holds it in a wooden hoop as she works. Her needle flies back and forth. The coloured threads make a beautiful pattern. Emma's mother showed her how to do needlework. This beautiful sewing is done in many homes in Switzerland.

Winter is a happy time for Heinrich and Emma. They skate in the village. They toboggan on the hillsides. Heinrich can ski well. Last year he won a ski race. He wants to be a good mountain climber when he grows up.

Switzerland is famous for winter sports. People come from many other countries to join in the fun. There are many hotels where they can stay. Even the small villages have visitors. They come in the summer, also. The country is beautiful at every season of the year. Looking after the tourists keeps many Swiss people busy. Switzerland is called *The Playground of Europe*.

Sometimes Heinrich and Emma go to the city to visit their uncle. They always enjoy themselves because they travel by railway. The train twists in and out. Now it speeds along beside a river. Then it crosses a high bridge. There are many tunnels. The train pops in and





This is a Swiss winter resort. Everyone skis, skates and toboggans.

out like a jack-in-the-box! It is not easy to build railways where there are mountains.

Most of the trains in Switzerland are electric. There are no coal mines or oil wells there. But there are many rushing rivers and waterfalls. The Swiss people build dams across them to hold the water back. They let it run down

great pipes to turn water wheels. The wheels turn machines that make electricity. Besides running the trains, electricity is used in the factories, too.

Uncle Robert is a watchmaker. He works in a big factory. Long ago he had his own little shop in the village, but he moved to the city. Now he has a very good job. Every year he

Tall bridges carry the Swiss trains across deep ravines.  
The bridges are built of brick or stone.



helps to make thousands of watches. They are sent all over the world. Swiss watches are very good, and Uncle Robert is proud of his work.

Every day the children are busy. They go shopping. Their mother has many things to buy in the big stores. They see old churches and great buildings. They go for a boat ride on a beautiful lake.

One day Heinrich sees some soldiers marching. In Switzerland every man is in the army. He is taught to be a soldier when he is young. Each year he trains so that he will not forget what he has learned. He takes his uniform and rifle home with him. The people of Switzerland love peace. They have had no war for a long, long time. But they are always ready to fight for their land.

The days pass quickly and soon the children are on their way home. They are sorry to leave the city. But Uncle Robert has made them both

happy. He has given them watches of their very own. They were made in Uncle Robert's factory.

One day the teacher showed the children a badge. On it was a picture of a little insect. In Switzerland it is called a lady-bird. Perhaps you would call it a lady-bug. It is dark red with black spots. The lady-bird is the badge of the *Children's Village*. The teacher told the class all about it. Then Emma wrote this story:

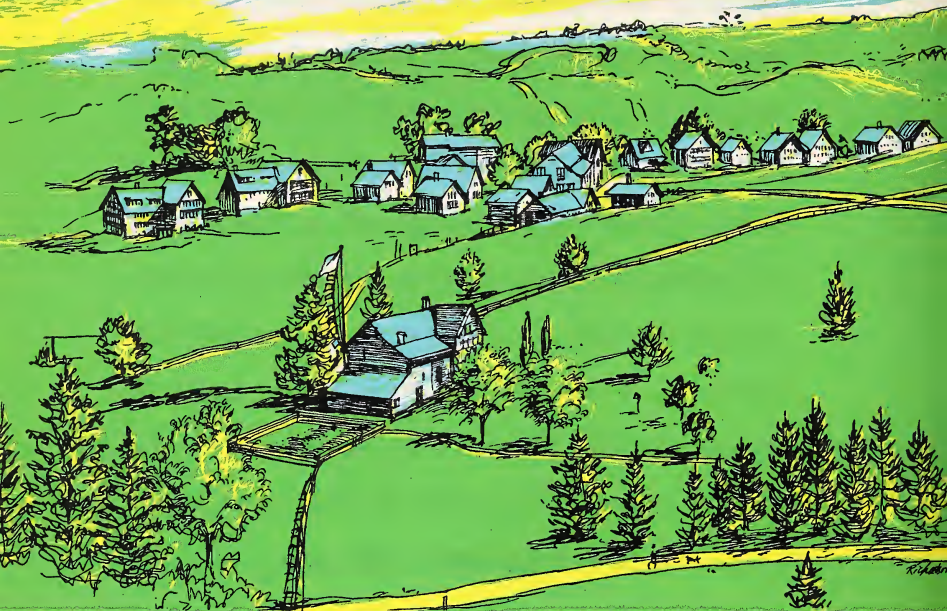
### THE CHILDREN'S VILLAGE

Not long ago in Europe there was a great war. In the war many mothers and fathers were killed. Many children had no parents and no homes.

In our land lived a man who wanted to help. He had a wonderful idea. It was to build a village for orphans. He wanted them to come from many countries. He hoped they would learn to live together and to be good friends.

People in many countries helped. Workmen soon built the village near a little town in





This is the Children's Village in Switzerland. Children from the same land live in each home.

Switzerland. All around it are high mountains.

When everything was ready, children came from many countries in Europe. The teachers came from many countries, too. There is a little house for the children from each country. Each house has its own teacher. The children have the same kind of lessons they would have had in their home land.

But *ALL* the children live and learn and

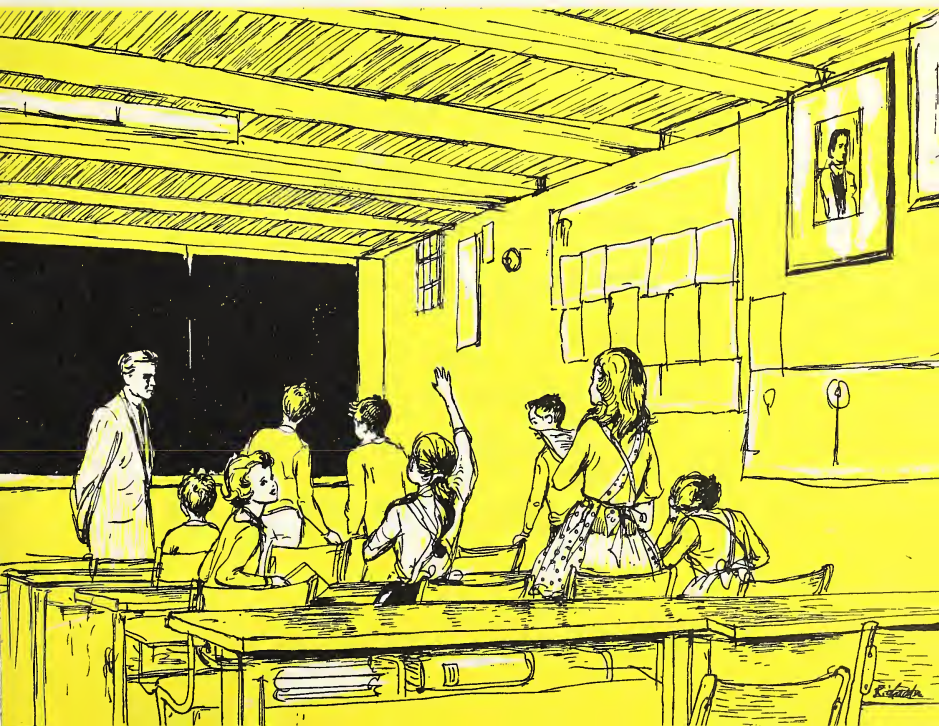
play together. They play games and sing together.

The badge of the Children's Village is the lady-bird. Everyone knows the lady-bird brings good luck. Everybody likes this little insect. People who help the Village wear the badge.

We are glad that the Children's Village is in our country."

Don't you think that is a good story? Emma's

This is a classroom in the Children's Village. How is it different from your classroom?



teacher read it to the whole class.

And so, you see, Switzerland is a wonderful country. Here is a little poem to help you remember this mountain land:

*In Switzerland*

The farms are in the valleys,  
The villages are small.  
The pastures on the mountain side  
Are near the forests tall.

In factories the great machines  
Are busy all the day,  
And to hotels the tourists come  
Each year to rest and play.

**Norway — Land of the Fiords**

Nils and Elsa Hansen have fair hair and blue eyes. They are about your age, and they live in a land near the sea. It has snowy mountains, great forests, and many small farms. It is called Norway.

The Hansens are farmers. Their farm is in a valley. They live a long way from the open sea, but the salt water of the ocean is near

their house. Not far from the farm is the *fjord*. It is a long, deep bay with steep, rocky walls. For many miles it stretches from the sea. It is like a finger of the ocean pointing into Norway. Big ships can sail on the fjord, far from the waves of the ocean.

The fjords were made long, long ago by great piles of ice. The ice pushed across the land and scratched deep hollows in the rock. These great pieces of ice are called *glaciers*. You can still find them in the high mountains in Norway, Switzerland and Canada. A little stream flows through the Hansen farm. It starts high up in the mountains. The water comes from a glacier that is melting slowly.

The Hansen farm is small, but it is a pleasant place. Around the house you can see neat fields. Not far away is a big barn. This is where Mr. Hansen stores his grain. He grows oats and hay for the cows. For the pigs he

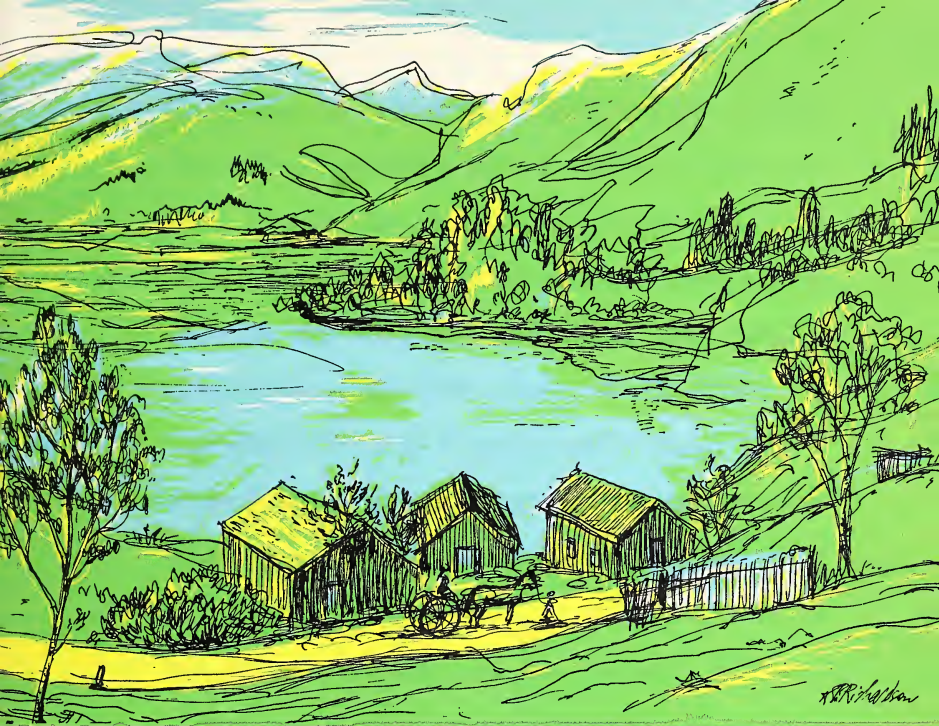




Many of the farms in Norway are along the banks of the long fiords.

grows barley. He also raises another crop called rye. It is used to make dark bread which the people of Norway like very much. Near the house are the potato fields. The Hansens eat potatoes very often.

In the winter the animals are kept on the farm near the fiord. Their food is stored in the barn. In the summer they are taken to a



The Hansen's farm is like the one in the picture.

pasture in the mountains. You will remember that this is what the Swiss farmers do, too. In Norway the place where the tender, green grass grows is called a *saeter*.

Near the *saeter* Mr. Hansen also owns some forest land. Last winter he and Nils cut ever-green trees in the woods. The people of Norway are very careful of their forests. They know

that it takes a long time for a tree to grow. And so Mr. Hansen was very careful. He did not cut one tree more than he needed. He used all the small branches for firewood.

Next they pulled the logs over the snow to the saeter. In the spring they built a barn and a little house. They covered the roofs with sod. Soon the grass was growing there, and flowers were blooming. The sod roof keeps the house cool in summer and warm in winter.

In the summer the hay grows high in the pasture. Mr. Hansen cuts it with horses and a machine. He is lucky because there is a little road to his saeter. Some farm pastures are very rough and rocky. The only way to get to them is on foot. Then the farmer must cut the crop by hand. As soon as the hay is cut it is put on racks to dry. Rain falls very often in Norway. Hay that is left on the ground soon rots.

Nils often stays with his father at the saeter. Not far away is the rushing mountain stream.

Nils likes to fish there. One day he caught three large trout. Every day he sees wild animals. Many rabbits scamper around the little house. He often sees deer feeding in the pasture. Once he saw a bear in the woods. He was glad it was a long way off!

Nils and Elsa go to a country school. It has only one room. The teacher teaches all the grades. Most of the children have a long walk to school each day. They have good breakfasts before they leave home.

At noon all the pupils eat in the classroom. Books are put away and the desks are made tidy. Nils and another boy open the windows for a short time to let in plenty of fresh air. The children wash their hands and sit down to eat.

They begin with an orange, or a grapefruit or a tomato. Then come the sandwiches. Some are made with brown bread. Others are made





Nils likes to fish in the rushing mountain streams.

with rye biscuits. They are crisp and crunchy. The bread is spread with cheese, or fish paste, or jam. Every child has a spoonful of cod-liver oil. The meal ends with a piece of raw carrot or turnip, or half an apple. There is a pint of milk for each boy and girl. How would you like that lunch? Do you notice that there are no cakes and cookies? And there are no soft drinks.

In the evening the Hansens have happy times together. There is a living room in their house but they do not stay there often.

"It is for company," says Mrs. Hansen.

"The chairs are too hard," says Nils.

"I like the kitchen best of all," says Elsa.

The kitchen is a cheerful place. There is a shining wooden floor with rag rugs here and

These children of Norway eat their lunches at school.



there. On the windows are snowy white curtains. At one end is a fireplace with blue and white tiles around it. Shining copper pots hang on both sides. Mrs. Hansen is proud of every one of them. She cleans them every day.

Most of the furniture is made of wood. It is heavy and covered with wonderful carving. There is a long wooden table. On each side of it are benches.

Upstairs are the big bedrooms. The beds have a post at each corner. All of them have soft covers of *eiderdown*. Mrs. Hansen made them herself. The soft fluffy part inside is made of feathers. Mr. Hansen got them when he was on a fishing trip.

He visited some islands where there were many *eider* ducks. The birds build their nests there. The mother bird lines the nest with her own soft feathers. Mr. Hansen carefully gathered the soft down. He took only a little from each nest, and the mother birds soon came

back to their homes.

The children love to lie on a rug in front of the kitchen fire. They watch the flames dancing over the burning logs. Sometimes they do their homework, or read. Mr. Hansen is a good storyteller. His stories of far-off lands are wonderful. They make the children sit up straight with their eyes and mouths open wide.

Mr. Hansen was not always a farmer. Before he was married he went to sea like many other men of Norway. He saw other lands.

Many Norwegian ships do not come home to Norway. They spend all of their time carrying goods for other countries. Sometimes the Norwegians are called *the carriers of the world*.

The harbours of Norway are always busy. Even in the winter they do not freeze. This is because warm water flows from across the ocean to Norway.





It is evening. Father is reading his family a story.

### **Christmas in Norway**

Christmas is a great holiday in Norway. It takes Mrs. Hansen weeks to get ready for it. Every day the children hurry home from school. What delicious smells come from the kitchen! They peep in at the door. There will be enough bread, cakes and cookies to last for weeks. Best of all, Nils likes the gingerbread men with

white frosting. It seems to him that Christmas will never come.

The day before Christmas Eve is the time for the children to get the Christmas tree. Away they go to the woods on skis. Behind them they pull a sled. They pick out a beautiful spruce tree.

"It is just right," says Nils as he cuts it.

Everyone opens his presents on Christmas day.  
Father takes a sheaf of grain to the birds.



They stand the tree in the middle of the living room. On every branch there is a candle. It is decorated with stars, flags and little baskets of fruit. How it shines when the candles are lit!

On Christmas Eve the family gathers around the tree. Mr. Hansen tells the story of the birth of Jesus. Then they sing carols.

The presents are under the tree. When they are opened every one is happy. Nils gets a sweater and a new scooter-sled. Elsa gets books and a new pair of skates.

Mr. Hansen puts grain on the window sills, on posts and in the trees. Even the birds get a Christmas present! On Christmas morning everyone goes to church. Then they visit their relations. The children enjoy the dances, games and good things to eat.

The Christmas holiday is a happy time. Every day the children play with their friends. They ski and skate for hours. Nils tries out his new scooter-sled. It looks like a chair on skis. He



holds the handles on the top of the chair. One foot is on one runner and the other foot kicks the scooter over the snow. Nils can almost fly down the hills on it. The hills and lakes and rivers are wonderful places. What fun they have in the snow and on the ice!

Almost every one in Norway can ski. Nils and Elsa are good skiers. Nils is learning to jump on his skis. He will soon tell you that Norway has some of the best skiers in the world. ✕

At Easter many Norwegians take a holiday. They often go to the country or to the mountains to ski. The Hansens live in the country and they want a change. So they go to town to visit Mr. Hansen's brother.

Uncle Edvard works in a big factory. It is a place where sardines are canned. They are packed neatly into small flat tins. There are about twenty little fish in each tin. Oil made from herring is poured over them. Then





Even the very young children of Norway can ski.

the can is closed. This way the fish will keep for years. Have you ever opened a tin of sardines with a little key?

Norway is like Switzerland because it has many rushing rivers. They turn the great machines which make the electric power. Most of the factories are run by electricity.

Uncle Edvard takes the children to the

harbour. It is at the end of a long fiord. Here they see many ships. Men are loading some with lumber, and others with great rolls of paper.

“Paper is made from the trees of our forests,” says Uncle Edvard.

On the docks they see many kinds of fish. Some are in cans, and others are frozen or

Everyone in Norway likes to watch the big parades.



dried. They are all packed in wooden boxes.

"There must be enough fish here for the whole world," says Elsa.

"I wish I could go across the sea with them," says Nils.

His uncle laughs.

"You are a good Norwegian, Nils," he says. "Almost every boy of Norway loves the sea. It has always been like that. Over a thousand years ago our people were great sailors. They were called Norsemen then. Of course they had no great ships like these in the harbour. Their boats were much smaller. They were long and low and were pushed along by oars and a sail."

"In their little ships the Norsemen were not afraid. One of them was called Leif. He crossed the great ocean to Canada. That was when only Indians and Eskimos lived there. So you see we have been good sailors for a long time."

When the visit is over the Hansens go home

by railway. Most of the trains in Norway are electric. It is not easy to build railways there. The mountains and fiords always seem to be in the way. This is why there are so many tunnels and bridges.

In May comes the birthday of Norway. It is like our First of July. Many families go to the nearest town to see the parades. Some wear clothes like ours. Others wear beautiful suits and dresses of long ago.

Flags are flying everywhere. The flag of Norway is red, with a blue cross on a white cross. Nils waves his flag as the parade goes by. The band plays the *National Anthem*. Elsa and Nils are proud to sing the song of their country. In English the first part of the song is something like this:

“Yes, we love this land of ours,  
With storms our ocean foams,  
And on the mountains Norway stands  
With her thousand homes.”





### Lapland — Land of the Reindeer

A land of the *Midnight Sun* is far to the north in Norway. The cold winters are long and dark. But in summer the sun never sets. You can see the sun and read outside at midnight! The deep snow melts. The frozen ground turns to mud. Grass grows and flowers bloom. There are some forests of small trees, but small bushes grow everywhere. This rocky land is not good for farming.



The reindeer herds must move often to seek new feeding grounds.

Part of this bare country is called *Lapland*. The people who live there are called *Lapps*.

Lapland is also the land of the reindeer. This is the little animal that pulls Santa's sleigh on Christmas Eve! In Lapland the reindeer live in herds. They move from one place to another to get food. They eat grass and flowers in summer. In winter they find moss under the snow. Their hoofs are flat and wide like snow-

shoes to help the reindeer over the deep snow. Their hoofs make good shovels, too. The deer use them to dig for food in the snow. All reindeer have horns, or antlers. Each year the old ones fall off and the animal gets a new set.

When winter comes, the reindeer herds leave the open country. They go where there are woods. The trees stop the wind and it is warmer there.

Long ago the Lapps found out how to catch reindeer. The animals got used to men and after a while they were tame. The Lapps learned to make a living by keeping reindeer.

Now it is time for you to meet a Lapp girl and boy. The boy is called Magnus. The girl's name is Inka.

Their home is a tent. It looks like an Indian tepee. The floor inside is covered with twigs. They make a soft dry carpet for walking and sitting. There are reindeer skin bags on the

floor. During the day they are chairs. At night they are used as beds. On the floors are boxes made of birch-bark. When the family moves they are used for carrying things. In the tent they are used as cupboards. The fire is in the centre of the tent. The smoke gets out through a hole at the top. The fire is used to warm the tent and for cooking. The Lapps use little branches from the bushes for fire wood.

Inka's mother cooks in a frying pan. She puts it near the edge of the fire. Very often she cooks reindeer meat and fish. Almost every day she makes little pan cakes. She does not serve many vegetables. This is because there is no time to plant a garden. The family is too busy looking after the reindeer.

Every day the mother and father do the milking. They walk to where the herd is feeding. Sometimes it is a long way.

Reindeer are not as tame as the cows on farms in Canada. Father throws a rope over





It takes two people to milk a reindeer.

a reindeer cow's head. He holds the rope while Mother does the milking. Many Lapps keep goats for milk also. One person can milk a goat because it does not have to be held with a rope. The goats are kept near the tents.

Magnus and Inka like to drink reindeer milk. It is creamier than cow's milk. Sometimes it is made into cheese. Then it will keep for a long time.

The Lapps need things they cannot get from the reindeer, and so they sell reindeer meat to make money. They then buy the things they need, such as pots and pans and coloured cloth. The Lapps buy tea and coffee, too. They drink from wooden cups. They use sugar, but they do not put it into the cup. They put it into their mouths and suck the tea or coffee

These are the homes of the Lapp children.



through it!

Inka's mother sews very well. She makes clothes for the family. She uses reindeer skins for boots and trousers, and for coats and dresses. In winter they wear the hair on the inside. In summer they wear the fur outside. Many Lapps now wear clothes of heavy cloth. Usually it is blue, trimmed with red. Inka loves bright colours. Her best cap has ear flaps. It is red, trimmed with white. She likes to wear it with a red shawl. The Lapps do not wear socks. They fill their boots with dry grass. This keeps them warm and dry.

In a week or two the reindeer eat all the food near the camp. Then it is time to move. Two or three families join together. Everyone has work to do, and Inka and Magnus help as much as they can.

The tents are taken down and packed. Almost every one carries a tent pole. The poles are used over and over again. This is because there are no trees in that part of the country. Everything in the tent is made into bundles. Some

loads are carried on the backs of the people. Others are tied to the backs of reindeer. The animals can carry small children, too. But they are not strong enough to carry grown-up people.

When there is snow, the Lapps use sleds. At the front the sled looks like a boat. At the back it is wide. The end is cut off straight across. The sled rides on one runner and it is pulled by a reindeer. Each reindeer has a collar. The Lapp ties a strap to the collar. Then he passes it between the reindeer's legs and fastens it to the sled. He drives the reindeer with one rein. It is fastened to the bottom of the antlers, near the reindeer's head.

The babies are carried in cradles made of a hollow log and covered with soft skins. The baby lies on soft moss. His head is on a feather pillow. Over his head there is a little curtain. The mother can put it up or down. The curtain keeps the sun out of the baby's eyes. It also keeps mosquitoes away from his face. The cradle





The baby's cradle may be carried or set on the ground.

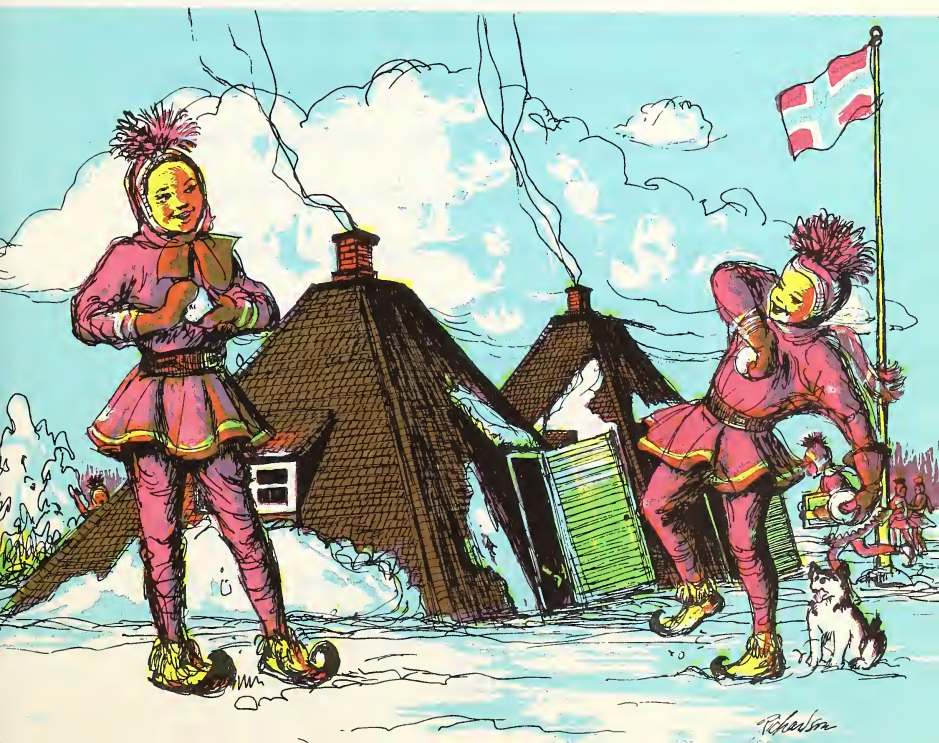
is carried by a strap. The mother puts it around her shoulder. When she walks the baby rides along very well.

The Lapps have dogs to help them with the herds. The dogs are very clever at keeping the reindeer together. If a deer gets away from the herd, they chase it back. Dogs also help in another way. The mothers are always very busy. Often they are away from the tent. Then an old

dog is trained to guard the baby. The Lapp dogs are very good at their work. If anyone tries to harm the Lapp baby there will be trouble.

The greatest enemy of the reindeer is the wolf. The Lapps and their dogs are always on guard. Day and night they watch the herds. Sometimes a reindeer wanders away from the others. Then the wolves creep up and kill it.

Lapp children play outside their school.



The Lapp families keep moving all summer. When winter comes they drive the reindeer to the woods. The trees stop the cold winds and shelter the herds. Some Lapps put up a big winter tent or a log house. Others make their homes of sods.

In the winter the Lapps travel on skis. Every child learns to ski almost as soon as he can walk. This is the time that Magnus likes best. He skis through the woods with his father to hunt wolves. They go together to the nearest town to buy things they need. When the sleds are loaded he likes to drive a reindeer home.

Inka and Magnus do not have far to go to school. Their school moves with the camp. The school room is a tent. Their teacher is a young woman. She teaches grades one, two and three.

The boys and girls learn to read and write, and to do arithmetic. They also study the animals and plants of their land. They learn about their own country, and how to get from one place to another.

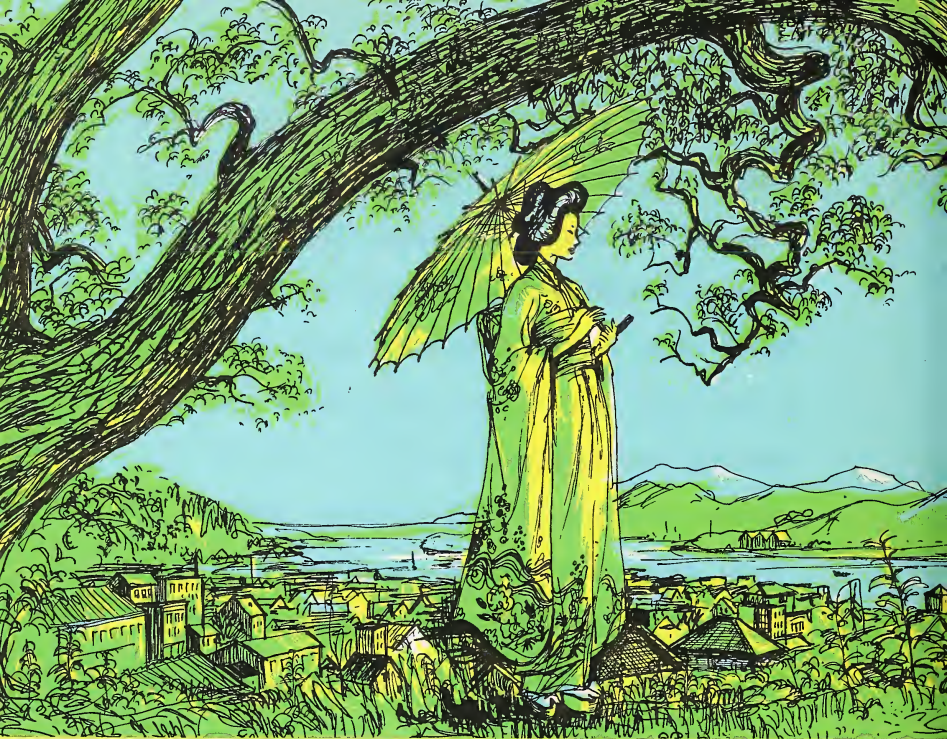
There are no seats in the tent school. The children sit on the floor on a twig carpet. When they have a lesson they kneel. This is because there is not much room to stand up. The blackboard is on the floor. It leans against the side of the tent. The children have books and they learn to read very well.

Next winter Inka will go away to another school for grades four, five and six. It is built of wood. It has four sloping sides. This is a good shape for the building because the snow slides off easily. There are small windows and a door. The school is painted bright red, trimmed with white. Inside there are desks and seats. On the walls there are blackboards, pictures and maps.

The children sleep and eat in tents. They are taught to be clean and to look after themselves. When it is time to go home they have learned many things.

They like school, but they are glad to get back to their homes again!





### Japan — An Island Land

On one side of Canada is the greatest sea in the world. It is called the *Pacific Ocean*. Far across this ocean there are four large islands and many small ones. This island Country is called *Japan*.

Taro and Mariko Tanaka are Japanese children. They are smaller than Canadian girls and boys of their age. Their straight hair is shiny



This is a small city in Japan. It is the home of Taro and Mariko Tanaka.

and black. They have round, happy faces. Their cheeks are chubby and pink. Their skin is light brown.

The Tanakas live in a city near the sea. Their street is narrow with many houses. Around their home is a fence. At the street there is a gate.

At the front of the house is a little garden. In the centre of the garden is a tiny pond. It has rocks around it. There is a little stream with a bridge and a toy house. Mr. Tanaka has planted little pine and maple trees there. He is very proud of his rock garden. Cherry, peach and pear trees are growing behind the house. In the spring they are covered with beautiful blossoms.

The Tanaka's home is small and there is no upstairs. There is no cellar. The house is built on a row of cement blocks. It is made mostly of wood. The Japanese carpenters did not use nails. All the parts of the house fit together well. The roof is high and has steep sides. It is covered with tiles. The roof keeps out the rain and helps to hold the house together. In Japan there are many earthquakes. The ground trembles, but the light Japanese houses can stand the shaking. Even if they do fall down they can be put up again very easily.

The builder did not use a drop of paint in the house. Mr. and Mrs. Tanaka like the beautiful wood. They would not want to cover it with paint.

Along two sides of the house is a verandah. At night wooden shutters are pulled down. They close in the verandah. In the day time they are folded up out of the way. There are also large sliding glass windows.

Inside the house there are many sliding doors of wood and paper between the rooms. They are light and easy to move. Mrs. Tanaka can make one big room out of smaller ones. In warm weather she opens the shutters and windows. Then the house is cool and pleasant.

Mrs. Tanaka works hard and keeps her house very clean. She has little furniture. The floors are covered with thick mats made of rushes or straw. The people kneel on large square cushions on the floor.





Father pounds the rice to grind it into flour.

At one end of the room is a little platform. Over it on the wall hangs a pretty picture of a mountain. It is the only one in the room. Under it is a vase with a few flowers in it. Mrs. Tanaka places them in a beautiful way. She teaches Mariko how to arrange flowers, too. Most Japanese girls learn how to do this.

The kitchen is at the back of the house.



Mother makes the rice flour into rice cakes.

This is where Mrs. Tanaka cooks many good things. She uses a stove that burns charcoal. She serves the meals on pretty china dishes.

Mrs. Tanaka cooks rice every day. Her family eats it more often than we eat potatoes. She serves fish and vegetables in many different ways. Sometimes the Tanakas eat bread, eggs, meat and butter. But they do not like

these things as well as Japanese food. They eat their meals with *chopsticks*, like the people of the house boats in China. Mrs. Tanaka makes green tea many times a day. Sometimes she also serves coffee.

Most of the time Taro and Mariko wear clothes very much like yours. But often the family wears Japanese clothes at home. Their *kimonos* almost touch the floor. They are like loose coats with wide sleeves. Kimonos are made of silk or cotton in many colours and patterns. The *obi* is a silk sash that holds the kimono together. It is long enough to wrap around your waist twice. At the back it is tied in a large bow knot.

Japanese stockings are called *tabi*. They are ankle socks with a place for the big toe. Women wear white *tabi*. The foot mittens of the men are black or dark blue.

On their feet the Tanakas often wear clogs

or sandals. The clogs are blocks of wood called *geta*. They are tied to the foot with cloth straps. The sandals are called *zori*. They are made of straw or leather. The soles are made of rubber or cork or felt.

The Tanakas have a wooden bath tub. It looks like a deep wooden box without a top. Beside it is a little wooden platform. This is where the bather first uses soap and then rinses himself. After this he soaks in very hot water in the tub. So you see the Tanakas are clean before they get into the bathtub.

At school Taro and Mariko are in the same class. There are forty-eight other children. They sit at desks which look like high benches. They learn to read and write Japanese. They write with brushes and ink. A word is made of many brush strokes. Each word is made in a different way. Taro and Mariko have to work hard to learn their words. Sometimes they do number work by using an *abacus*. It is a counting



frame with coloured beads. The beads slide along rows of wires. This is a very old way of doing arithmetic. The children also study music, science and art.

Taro and Mariko have lunch at school. They have bread often, instead of rice. This is a change for them and they like it.

At school they play many games. Taro likes baseball, wrestling and swimming. Mariko plays with marbles and skips with a rope. She also plays games with a ball. She can bounce it very well.

On the way home they often meet the story-teller. This man tells stories in the streets. He shows bright pictures which make the stories even better. Many children crowd around him. He is like a story book on two legs.

The children always look forward to the New Year. The house is cleaned and decorated. Mr. Tanaka helps Taro to make a kite. They have

great fun flying it. Mariko and her friends play a game with wooden bats. They hit a little ball with feathers in it. The feathers make the ball float gently through the air.

Mrs. Tanaka is very busy in her kitchen. Everyone has a holiday and it is a happy time.

Mariko and Taro always like Children's Day, on May 5. It is a holiday for girls and boys. The girls play with their dolls. These toys have beautiful dresses. Some of them are very old. The girls have tea parties.

Japanese boys and girls watch a toy-maker at his work.



For the boys there are dolls dressed as soldiers. Long flags shaped like a *carp* are put up over the houses. Every Japanese boy knows that the carp is a brave fish. It always swims against the rough water. Taro hopes he can be like the carp. On Children's Day the parents teach their children that they should grow up to be good men and women.

There are festivals for every month of the year. The children always have something to look forward to.

Taro and Mariko have summer holidays as

Men dress up like a dragon for a festival parade.



you do. Theirs begin on July 20 each year. They always have many things to do.

They go for walks into the country. Here there are many little farms. The farm houses have thatched roofs. Almost all the work is done by hand. Japan is not a big country like Canada. It has many mountains and forests. There is not much land left for farming. The farms are small and the Japanese do not waste a bit of ground.

Japanese farmers wear cotton coats and light trousers. They often wear big straw hats like

These farmers of Japan are planting rice.





umbrellas to keep off the sun and the rain.

The rice fields are built like steps along the hillsides. The rice is planted in wet ground. Later the fields are flooded and the rice grows in water. When it is ripe the water is drained off. The grain is cut with a curved knife. The rice farmer almost always has a bent back and wet feet. On other farms wheat, oats, barley and many vegetables are grown.

The fruit farms are on the mountain sides.



The tea and fruit farms are on the mountain sides. Girls pick the small leaves of the tea bushes. Later they are dried. Tea is a very important crop in Japan. Other farmers keep silk worms. They feed them mulberry leaves. The worm goes to sleep and wraps itself in soft silk. People unwind the silk like a thread. Later the thread is made into beautiful cloth in a factory. The Tanaka's best clothes are made of silk.

Sometimes the children visit the sea side. Here they see the fishermen bring in great catches of fish. The people of Japan could not live without fish. They eat it very often. There are many kinds. Some of them are herring, salmon, trout, sharks, crabs, clams and shrimps.

Most fish are caught in nets from boats. Many fish are cooked and put into cans. Often they are sent to other lands.

Best of all the children like to watch the men who use birds for fishing. The birds are

called *cormorants*. They are like ducks. The fisherman holds his birds on strings. He shines a light on the water and the fish come to it. When a bird catches a fish it is pulled into the boat. The fisherman takes the fish and puts the bird back into the water. The cormorants cannot eat what they catch because the fisherman ties strings around their necks. This stops the birds from swallowing the fish!

Once each summer the Tanakas go to the great city of Tokyo. It is a place of busy streets. They see great stores and smoking factories. Many things are made there. Silk cloth and cameras, canned salmon and ships are only a few.

In the city is the Emperor's home. He is like a king. He lives in a palace with his wife and family. He often visits his people. They respect him very much. One day the Tanakas saw him drive by in a big, black car. They were very proud and excited. First they bowed very



(Toronto Star Photo)

These Japanese girls are arranging flowers in bowls. politely. Then the children waved their flags. It was a great day for the whole family.

That night at home they talked about their trip. Taro hung his flag on the wall. It was white with a red sun in the centre. The Japanese call their country *The Land Where The Sun Comes From*. That is why there is a sun on their flag.

At bed time Mrs. Tanaka spread soft quilts on the dining room floor. Taro and Mariko were soon ready for sleep.

Softly they called to their mother and father, "O ya sumi na sai." This is the Japanese way of saying, "Good Night."





This is a Shoemaker's shop in Chander's village.

### **India — A Land of Many Villages**

Chander Dass is on his way home. He walks along a narrow street. His bare feet kick up clouds of dust. On both sides of the road are mud houses built very close together. Each one has a grass roof.

Chander lives in a little village in India. Every day he goes this way, but he never tires of his walk. There is always something

new to see. Along this street live the workers of the village. Each man has a work shop in his own house.

Here is the *tailor* at work on his front porch. His hands and feet are busy. He has a sewing machine and he is very proud of it.

Next door lives the *potter*. He makes clay pots and jars. Every home has many of these. They are used to carry water and to store food. The potter puts the wet clay on a wheel. He turns the wheel quickly and shapes the clay with his hands. He can make jars and pots of every size.

Then Chander comes to the shop of the *wheelwright*. This man makes carts and ploughs. You can hear him all over the village. He hammers the red hot iron into many shapes. Sparks fly like fireworks. Chander could watch his strong arms for hours.

At the next house two men are sitting on the porch. Their legs are crossed. One man is



(Toronto Star Photo)

The Wheelwright made the wheels for this Indian cart.

shaving the other. He is the village *barber*.

Another man is hard at work over a tiny fire. Chander stands on tiptoe to see what he is making. It is a beautiful ring. This man is a *silversmith*.

A noise of hammering comes from the next house. It is the shop of the *carpenter*. He is making doors and window frames. This man is very clever. As he works he uses his hands

and his bare feet to hold the tools.

By now Chander is getting close to his home. He lives near the edge of the village. His father is a farmer. When Chander grows up he will be a farmer, too. In India a boy almost always does the same work as his father.

Chander turns in at a big gate. He goes into a place with a roof over it. This is where the cattle are kept. They are used to work in the fields. They give milk, but their flesh is not used for food.

Then the boy goes through a store room. This is where the food and water are kept in big clay pots. At last he comes to a big room. It has a hard mud floor but no roof.

Chander runs to say "hello" to his mother and his sister, Prema. He puts his hands together. Then he touches his nose with the ends of his fingers and says, "Na-mas-tay."

Chander tells his mother what he has seen on the way home. Mrs. Dass is busy as she



listens. She is making the evening meal.

She cuts up vegetables and mixes them with hot spices. A little fire is burning under a flat piece of iron. This is the stove. There is no chimney and the smoke goes wherever the wind blows it.

Mrs. Dass is making *ghee*. It is made by boiling butter. She pours it over many things that she makes. On a dish are some *chappatis*. They are flat pancakes that are eaten like bread. Sometimes there is rice or fish. The Dass family does not eat meat.

Chander's family is a large one. Of course, there are his parents and sister. But there are also his uncles and aunts and their families, too. And there is his grandmother who keeps her eye on everybody!

India is a big country and many people live there. All the good land is used for farming. A man divides his farm among his sons. Then each son does the same thing. Mr. Dass has

eight little fields in different places. His brothers have small pieces of land, too. They all work hard and help one another because there are many mouths to feed.

Soon the meal is ready. The men come in from the fields. They sit on the floor and the women serve them first. The food is put on brass trays. Dishes and plates are made of brass also. The women and girls eat later.

Chander's home has one very big living room for the family. There are only two little windows and the room is not bright. The floor is made of pounded mud. It is as hard as concrete. The women keep it very clean. They are always sweeping.

There is not much furniture in the house. A baby's cradle hangs from the roof. It is held up by chains. There is a churn for making butter and two large flat, round stones for grinding grain.

The family sleeps on the floor. Their beds



Sometimes the baby's cradle is placed against a house or a tree.

are mats which they roll up in the daytime. Grandmother Dass has a *charpoy*. It is a little wooden cot. The spring of the cot is a net made of rope. There are also two old home-made chairs.

Around the big room are smaller rooms. They have no windows and are always dark.



(Toronto Star Photo)

Indian boys and girls carry many things on their heads.

They are used mostly as store-rooms.

The women are always busy. They cook the meals, and grind the grain for chappatis. At harvest time they work in the fields.

In the evening Prema and Chander go to the well for water. They carry it in large clay jars on their heads. At the well they meet many of their friends. There is one well for the whole village. It is a deep hole lined with mud bricks. Chander picks up a leather pail



with a long rope fastened to it. He drops the pail into the well and pulls up the water. Then he fills the jars.

On the way home they pass the *tank*. It is a large pond. Long ago it was made by building a dam across a stream. The water is used in the fields. The crops can not grow without it.

Chander and Prema put down their jars. They look down into the pond. They can see themselves in the water. Chander is wearing a white *dhoti*. It is a long strip of cloth. He winds it around his hips. Next he passes it between his legs. Then he tucks it in at the waist behind him. Sometimes he wears a shirt, too. Prema wears a long petticoat. She also wears a *sari*. It is long piece of beautiful cloth. One end of the sari she tucks in at her waist. Then she wraps the other end around her shoulders. Sometimes she puts it over her head. Prema has a special sari for holidays. It is

decorated with pretty silver thread.

When it is cool, Prema wears a shawl. Chander wears a jacket. Sometimes he wraps a blanket around him. But most of the time the weather is warm or hot. That is why the children wear clothes that are loose and light.

The village tank was made to catch the rain water. For months there is no rain. This time is called the *dry season*. The fields turn brown. Dust is everywhere. In April everyone is hoping it will rain soon. Everybody talks about rain. At last a few drops fall. Then

This man is drawing water from the village tank.



there is a shower, and the next day it pours. The *wet season* has come.

Soon the tank is full. The water is stored up for the next dry season. When there is no other water the cattle will come to drink. The people bathe and wash their clothes there, too. The tank is a very busy place in the dry season.

The wet season is a busy time for the Dass family. Every day is full of hard work. Even the children help. The farmers plant wheat and another grain called *millet*. When there is enough water they grow rice. They plant it

Bullocks pull the wooden ploughs to work the land.



in wet, muddy fields as the Japanese farmers do. Mr. Dass likes to grow rice best of all. He also plants vegetables such as peas and beans and sometimes potatoes. When he can, he plants a little cotton. Mrs. Dass makes it into clothes for the family.

Mr. Dass has no farm machines. His cattle help him with the heavy work. Bullocks pull his wooden plough and cart.

By the time the children get home from the

The farmer is bringing ripe grain from the fields.







*(Miller Services Ltd.)*

Sometimes farmers break up the grain by beating it against the ground.

tank it is dark. Mrs. Dass is glad to get the water. She will use it very carefully. In the dry season water is very valuable.

Harvest time comes when the wet season is over. The grain is cut by hand. Mr. Dass spreads it out on the ground. He drives the bullocks over it. This breaks up the plant and knocks off the husks which cover the grain. He then throws the pieces into the air with a large fork. The wind blows away the husks and



(Toronto Star Photo)

School is out and these Indian girls are going home.

straw. Many years ago farmers in Canada did this, too. Now they have threshing machines to do this work.

Chander and Prema go to school. There are no desks and very few books. They sit on the floor. They write on wooden boards with chalk. The teacher gives lessons in reading, writing, and arithmetic. He also teaches them how to be clean and healthy. The people of the village hope to have a new school soon. There will

be desks and blackboards. It will be a bigger school. Many people in India cannot read or write. Sometimes the teacher writes letters for them. He also reads for them the letters that the postman brings. Many grown-up people will learn to read and write in the new school. Mr. Dass often tells Chander about his wish. He hopes that there will be schools for everybody in India soon.

Chander and Prema have holidays. At harvest time they have fun. They knock on doors, and throw coloured water on the other children. They stain their clothes with bright colours. It is a noisy time. Perhaps it reminds you of our Hallowe'en. Their New Year is a pretty time. Every house is decorated. Everywhere little oil lamps are burning. It is called *The Festival of Lights*. Chander and Prema look forward to it each year.

Chander and Prema have never been away from their village. They have never seen the

great rivers of India. They have never seen the mountains. The mountains of India are the highest in the world. Their teacher has told them that India is a great land. He has told them about the great cities and has shown them pictures of great new factories.

“Some day you may see these things,” he says to them. “But don’t forget this. Most of our people live in little villages like ours. There are thousands of them in India. The people who live in them are very much like us. Their farms and villages are the most important part of India.”

### **Egypt — The Land of the Nile**

Our last story is about a boy named Sulim. He lives in *Africa* and his home land is *Egypt*. If you met him he would say, “Izzayyak.” That is his way of saying “How are you?”

Sulim is a cheerful, polite boy. His skin is dark and he has black hair. He wears a long, white robe. It is called a *galabia*. On his head





These three children of Egypt live in Sulim's village. he wears a small, round cap. His sister, Zahia, wears a cool cotton dress. Both children are always barefooted. As you read, try to find out why they do not wear shoes.

Sulim's country was a great land long, long before Jesus was born. It is one of the oldest countries in the world. Most of the land is hot and bare and dry. It is sandy desert. Very little grows, but here and there water springs

up through the sand. When this happens, trees and grass grow nearby. A green patch in the desert is called an *oasis*.

Sulim lives near a great river called the *Nile*. It flows through the desert. On both sides the land near the river is green. There are palm trees and fields and many little villages. This long green strip is a great oasis. Most of the people of Egypt live here.

Sulim's home is in a small village. He lives with his parents and sister. His father is a farmer. When he needs a house he builds it himself. It is made of mud bricks. The mud is mixed with straw to hold it together. Each brick is shaped in a wooden box. Then it is dried in the hot sun.

The walls of the house are built of mud bricks. The outside is plastered with soft mud. Logs are laid across the walls to hold up the roof and they are covered with mud also. Sulim's father builds a low wall around the



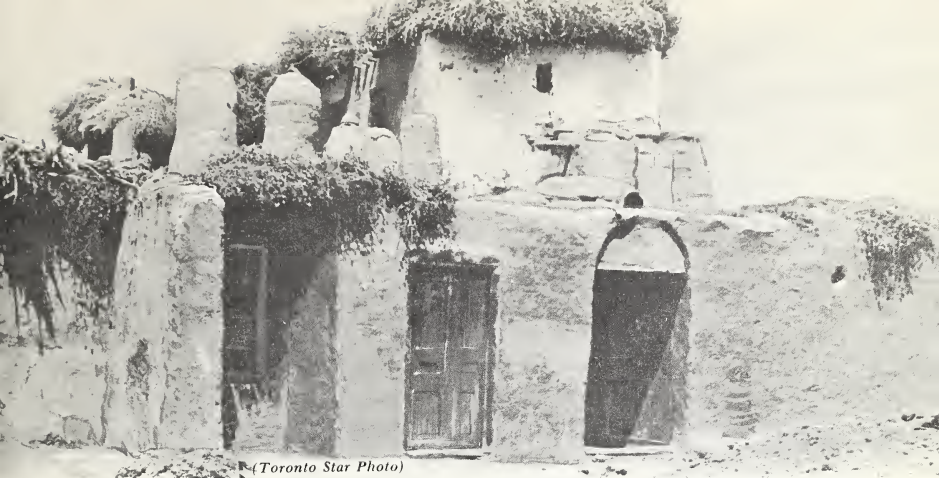
*Toronto Star Photo*

This man makes mud bricks for building homes.

edge of the roof. His family uses the top of the house as a porch. He uses mats to cover the doors. There are no glass windows, but curtains are used instead.

Now you can see that Sulim's home is truly a mud house. If it rains hard the house will fall apart. But it does not rain often in Egypt. And when it does — there is always plenty of mud for a new home!

Sulim's house is like the others in his village. Near the street is the living room. It is a dining room and a bed room, too. Sulim sleeps



(Toronto Star Photo)

The bricks are used to build houses like this one. on a mat on the floor. There are no chairs or tables. Sulim likes to sit on a big wooden box where his mother keeps the clothes. At the back of the house is a small store room.

Behind the building is a yard. The animals are kept there. Sulim's father has more animals than most farmers of Egypt. He owns a water buffalo which gives good milk. There is an ox and a donkey, too. He would like to have a camel but they cost too much. His wife keeps some chickens. She sells the eggs and some of the chickens.

The living room is the kitchen, too. The



stove is made of mud. It looks like an oven. On cool nights Sulim likes to sleep on top of it! For fuel, Sulim's mother uses dry cornstalks. She cooks meals of vegetables and corn bread. Sometimes there is meat, but not often. The grown-ups drink tea and coffee. Sulim likes milk, but most of it is used to make butter and cheese. He likes fruit also. His mother serves dates, oranges and grapes often. She buys peaches, bananas and olives whenever she can.

Zahia brings water to the house in a large clay pot. She carries it on her head — without using her hands! The girls get water from a tap in the centre of the village. Not long ago there was no tap. All the water came from a big pond. It was called a *birka*. People and animals bathed in it. They drank the water, too! Now the *birka* is filled up. Crops are growing where it used to be. Tap water is cleaner than water from the pond.



Some farmers in Egypt own camels. Other farmers have donkeys and bullocks.

There are a few electric lights in the village. Sulim's house is lighted with candles and lamps. The lamps burn *kerosene*, or *coal-oil*. It comes in large tins. When they are empty the people use them for many useful things.

A farmer of Egypt is called a *fellah*. Most Egyptian farmers have no land of their own. But Sulim's father has his own small farm. He

does not have to work for someone else.

He grows cotton. The white puffs of cotton are made into thread. The weaver makes cloth of the thread. Sulim's family wears cotton clothes every day. They are cool and cheap. In the wet fields his father plants rice. Wheat and millet grow in other fields. Sulim likes the sugar-cane field best of all. Sugar-cane looks like corn as it grows. The stems are juicy and sweet, and Sulim sucks them like candy.

Both children work in the vegetable patch. They hoe the peas, beans and onions. The animals are not forgotten. Sulim's father always has a field of clover for them. He knows that he could not farm without their help.

If there is so little rain, how does the fellah grow crops? Where does he get the water for his fields?

Let us stand on the roof of Sulim's house. Not far away you can see the great Nile. It flows from mountains far away. They are in

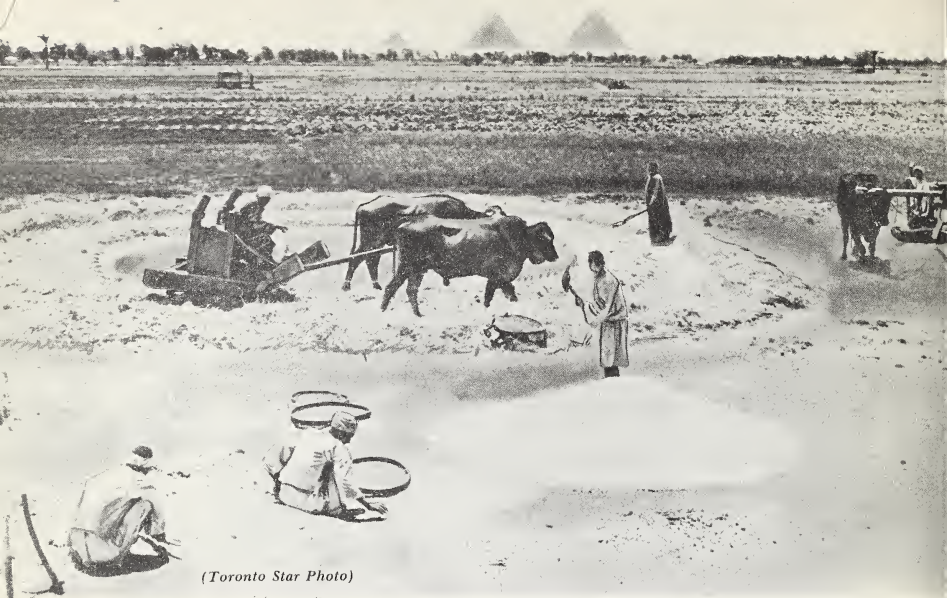
the middle of Africa. Sometimes there is much rain where they are. The Nile carries the water to Egypt.

In early summer the river water is low. Then the floods begin. In September muddy water fills the great river. The farmers dig ditches to their fields. The flood waters run along the ditches. Then the fields are covered with water. Sulim's father builds no fences on his farm. Instead he makes banks of earth around each field. They hold the water and make a pond in each field. Later the water soaks into the ground. It leaves much mud behind. The mud is good food for the crops. It makes them grow better.

When the floods are over the land soon dries out. Then Sulim helps to plough and to plant. His father uses a wooden plough. It is pulled by the ox.

In April the crop is ripe and Sulim works hard at the harvest. He helps to cut the grain





(Toronto Star Photo)

The drag crushes the grain. Then it is winnowed and put in piles. In the distance are the pyramids.

by hand. He uses a little curved knife called a *sickle*.

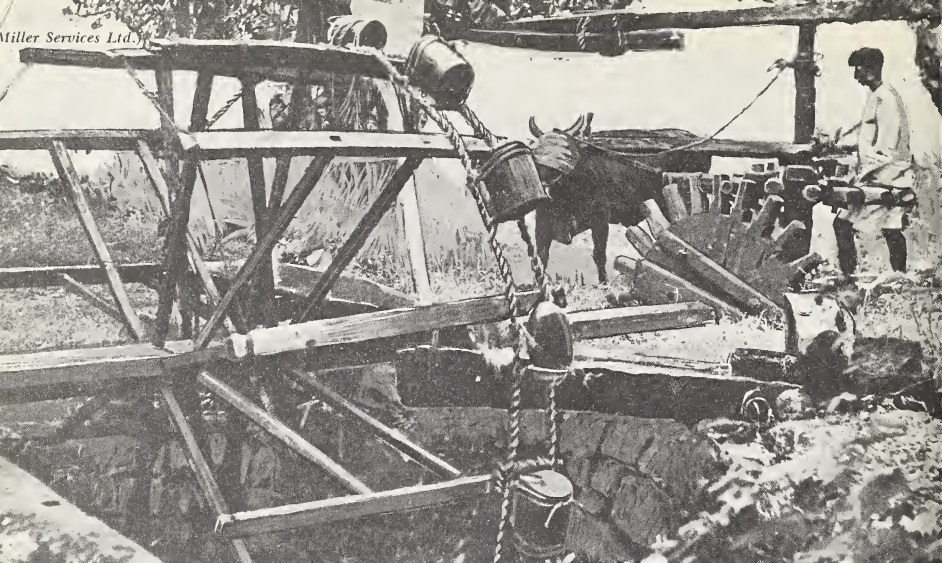
Bundles of grain are put on the bare, hard ground. Sulim drives the ox and the donkey over them. They pull a *drag* that looks like a sled. It has heavy wooden runners. The drag crushes the straw and the grains fall out. Then Sulim winnows the grain as they do in India. His father stores it in bins or large jars.

When the river is low the water will not flow into the ditches. Then Sulim's father has

to lift it. To do this he uses a *shadoof*. He makes this machine by sticking a post into the ground. To the post he fastens a cross-piece. It moves up and down like a teeter-totter or see-saw. At one end is a heavy lump of mud. At the other end is a long rope fastened to an empty coal-oil tin.

Sulim's father dips the tin into the water. When it is full he jerks it up. The lump of mud on the other end of the pole helps him to lift the water. To do this once or twice is fairly easy. But to do it all day is very hard work. No wonder Sulim's father sings sad songs as he uses the shadoof.

Another way to raise water is with a water wheel. Sulim calls it a *sakia*. The water buffalo is tied to a big, flat wooden wheel. Its eyes are covered so that it will not run away. Sulim drives the animal round and round. This makes the flat wheel turn. It has many wooden teeth around the edge. They fit into teeth on another



This picture shows you how the water wheel works. When the flat wheel turns, so does the second wheel.

The second wheel turns the water wheel through the water. Jars are fastened to the water wheel. When they go under water they fill up. When they come up out of the water they turn over, and the water runs out into a trough. The trough takes it to a ditch which leads to the fields. How would you like Sulim's job for a whole day?

Sulim and Zahia work hard at home helping their mother. They also go to school as often

as they can. They are learning to read and write and to do arithmetic. The schoolmaster also teaches them health lessons. It is not easy to keep clean when there is so much mud. But Sulim and Zahia try hard. The children learn better ways of farming. Sulim will be a farmer when he is a man. In Egypt most boys do the same work as their fathers when they grow up. The schoolmaster is a good man. He was happy when the birka was filled in. He wants to keep the village clean. Then the people will be healthier.

Not all the men of the village are farmers. Next door to Sulim's house lives a potter. Not far away the weaver makes cotton cloth. Other men make baskets and rugs.

There are a few little stores in the village, but the market is the best place to shop. The marketplace is an open space of bare ground. Around it there are many palm trees. The market begins early in the morning when it is





(Miller Services Ltd.)

The market places on the banks of the Nile are always busy.

cool. The sellers squat on the ground. They spread their goods in front of them. Some have piles of vegetables and grain. Others sell bread, or sugar candy. Sulim's mother often has butter and eggs for sale. The butchers sell fresh meat. They will cut off whatever the buyer wants. Sulim's father is always interested in the animals. He looks at the goats, sheep, and donkeys. Best of all he likes the camels. How he would like to have one!

Sulim has never been far from his village home. He is like Chander of India. He often watches sailboats on the Nile. They are called *feluccas*. Some day he will sail to Cairo. It is the greatest city of Egypt.



These feluccas sail down the river Nile to Cairo.

He will visit the *Pyramids* near Cairo. They are high monuments made of great blocks of stone. They were built many years ago before Christ was born. Kings of Egypt were buried inside them. He will also see a great old statue called the *Sphinx*. It has the head of a woman and the body of a lion.

But Sulim will be glad to see his family

This is the Sphinx.

(Toronto Star Photo)



again. He likes his little village beside the great Nile river.

## EXERCISES

### Part 1 — Out Of The Snow, The Wind And The Rain

- A. Do you know these special words? They will help you to enjoy the story. goal, vacant (2); clanked (7); trench (15); television, icing (18); rubbish (21), important, protects, comfortable (26).
- B. Do you know these Social Studies words? They will help you to understand the story. lot (1); pull shovel (6); basement (7); contractor (8); boards, lumber (9); footings, cement, gravel, concrete, foundation (10); machine, cement mixer, lime, hose, wheel-barrow, mortar (11); masons, trowels, carpenters, frame, hammers, saws (12); bricks, bricklayers, chimney, downstairs, upstairs, furnace, pipes, oil (14); fan, wire, plumbers, electricians (16); light switch, wall plug (17); roofers, shingles, closets, hardwood, plasterers (18); painters, overalls, ladders, planks, paint, brushes (19); wood-work (20); plans (22); architect, landscape gardeners, sod (23), weather (26). The numbers tell you the page where you can find the word. Use each one as often as you can.

C. *Think — Then Give a Good Answer*

1. Why was there a sign on the vacant lot?
2. Why did the workmen use a pull shovel to dig the basement?
3. Which do you like—a frame house or a brick one. Why?
4. How was the new house to be heated? What other ways are there? Which do you think is best?
5. How many things in your house run by electricity?

D. *Things To Do — By Yourself or with Your Friends*

1. Here are some of the men who built the new house:—contractor, mason, carpenter, bricklayer, roofer, plumber, electricians, plasterer, painter, landscape gardener, architect.
  - (1) Tell how each one helps to build a house.
  - (2) Each one uses many tools. How many can you bring to school? Show them to the class and talk about them.
2. Here are some of the things that are used to build a new house:—boards, hardwood flooring, cement, nails, screws, wire, shingles, pipe, plaster, paint, sod, plans, hinges, taps, light switches, putty, eave troughs, glass, door knobs.

- (1) Tell how each one is used in a new house.
- (2) Bring as many as you can to school. Show them to the class and talk about them. Can you think of others?
3. Visit a house that is being built. Go as often as you can. Watch the workmen and ask them questions.

### The First Houses P. 27

- A. Do you know these special words? They will help you enjoy the the story. shaggy (28); opposite, reeds (30).
- B. Do you know these Social Studies words? They will help you to understand the story. caves (27); Spain, France, bison, mammoths, tusks (28); platforms, vines (29); thatch, Switzerland (30). If you have forgotten a word, turn to the right page to find out about it.
- C. *Think — Then Give a Good Answer*
  1. Why did men move into caves?
  2. Why did men build fires in their caves?
  3. Why did men build houses in trees?
  4. Why did men build lake houses? How were they built?
  5. How did we find out about the lake houses of long ago?
- D.
  1. Pretend you are a cave girl or boy. Tell a story you might hear at night by the fire.
  2. Find pictures of cave people and cave drawings.
  3. Make a mural to show: (1) The door of a cave house (2) The family around the fire (3) The men hunting.
  4. Make a lake house or a tree house village on a sand table. What could you use for posts, branches, trees and thatch? Talk about it with your friends. Who has good ideas? Invite another class to see your village. Tell them about it.

### Indians Of Canada And Their Houses P. 31

- A. *Special Words*: Interested (32); canvas (38).
- B. *Social Studies Words*: India, Indians (31); China (32); camps, tribe (33); long house (34); tepee (36); plank house, Pacific, cedar (39); totems (40); carving, canoes (42).
- C. *Think — Then Give a Good Answer*
  1. Who lived in Canada before the white men came? Why were they called by this name?
  2. How do we learn about the Indians of long ago?
  3. Would you like to live in a Long House? Why?
  4. Why was the tepee a good home for the grass lands Indian?
  5. Where did the builders of plank houses live? What tools did they use? Why were the plank house benches busy places?



D.

*Things To Do*

1. Visit your museum to learn about Indians.
2. Choose a group to make an Indian village on a sand table. Which kind of house will you make? Why? Use sticks and plasticine or whatever you think would be better.
3. Make an Indian Homes booklet.
4. Write a radio or television play called "How the Indian House Was Built." Put it on for the class.

**Other Houses In Other Lands P. 43**

A. *Special Words*: woven (43); disappears (44); tunnel (50); charcoal (54).

B. *Social Studies Words*: Africa; grass house (43); mud house (45); Mexico, South America, adobe, tiles (46); tent house, Arabs, desert, camels (47); nomads (48); snow house, Eskimo (49); stone house, castles (51); moat, drawbridge (52); houseboat (53); junk, sampans, chopsticks (54).

Talk about these words. Use them in your stories.

C.

*Think — Then Give a Good Answer*

1. How is a grass house made? Why are there few windows in it?
2. Could a mud house be moved easily? Why?
3. Why is a tent a good home for the Arabs?
4. Why is the snow house a good home for the Eskimo?
5. Why don't many people live in castles to-day?
6. Would a house boat make a good home for you? Why?

D.

*Things to Do*

You have learned about many kinds of houses. Collect or draw pictures of them. Which ones would you like to live in? Why?

**Other Houses In Our Land P. 55**

A. *Special Words*: Usually (56); trimmed (59); special (60); split, hinges (61); materials (62).

B. *Social Studies Words*: settlers, Atlantic, France, St. Lawrence, New France, Quebec, timbers, planks; loft, attic, dormer (58); grass lands, prairies, sods (61); apartment, storeys, elevators, balconies (63).

C.

*Think—Then Give a Good Answer*

1. Why did the settlers in New France soon have good houses?
2. How did the French carpenters let light into the loft?
3. Why did they cover the stone walls with boards?
4. Why did settlers in other parts of Canada build log houses?

5. How was a log house built?
6. Why did prairie settlers build sod houses first?
7. Would you like to live in an apartment building? Why?

D.

#### *Things To Do*

1. Make an "Early Houses of Canada" Book. Collect pictures in papers and magazines of houses of New France, log and sod houses.
2. Is there a log cabin in your community? If there is, go to see it with your class. Find out all you can about it.
3. Do you live near an apartment house? If you do, visit it with your class. Learn all you can about it.
4. Find out where bricks and cement are made. Where do the gravel and lumber in your community come from? Some of these things come from factories to your community. When people make a house of mud, logs, grass or snow do they go far to get these things? Did they come from factories? Can you see how these simple houses are different from the one Jerry and Susan watched? Talk about this.

### **Part II — Life In Our Community P. 65-82**

- A. *Special Words*: coarse (66); delicious (69); trays, steaks, liquid (71); stool (73); magazines, tobacco, razors (75); measured (77); racks, customers (78); skis, fertilizer (79); flavours (82).
- B. *Social Studies Words*: community, flour (65); mill, water-wheel, elevator (66); general store, storekeeper, groceries (67); bakery, baker, counter, ovens, dough, batter (69); meat market, butcher, poultry, steaks (71); cleaver (72); grocery (73); cash register (74); drug store, medicines (75); prescription (76); clothing store, tailor, suits, trousers, factory, alterations (77); hardware (79); dairy, pasteurizing, germs (81).

C.

#### *Think — and Give a Good Answer*

1. What is the name of your community? What is a community?
2. Why were flour mills always built near rivers?
3. Why does the general store sell so many different things?
4. How has the baker's work changed?
5. Why does the butcher always keep his meat cool?
6. Why did Mr. Spicer change his grocery store?
7. What do you like to look at in the hardware store? Why?
8. Why is milk pasteurized? How is it pasteurized?

D.

#### *Things To Do*

1. If there is a mill in your community, go to see it. Tell the class about it.

2. Bakery, meat market, grocery store, drug store, clothing store, hardware store, dairy, and general store.

(1) Pick out eight groups of girls and boys in your class. Have each group go to one of these places. Each group will tell the rest of the class about its visit.

(2) Have you ever played store? Help to make a store in your classroom. Which kind of store would you like to make?

### **Big Stores In Our City P. 83**

A. *Special Words*: aisles (83), entrance (86).

B. *Social Studies Words*: department, escalator, floorwalker (83); supermarket (84); shopping centre (86).

C. *Think — Then Give a Good Answer*

1. What is a department store? Which department do you like best? Why?
2. What is a shopping centre? Have you ever seen one? If you have, tell where it is.
3. Have you ever been in a grocery store that was not "self-serve"? Where was it? Tell the class about it.

D. *Things To Do*

1. On a sand table make a shopping centre. Bring toy cars from home. Put them in the parking lot.
2. Where is the nearest department store to your home? How many departments are there? What is each one called?

### **Men Who Serve Our Community P. 87**

A. *Special Words*: cure (90); ordinary (91); allowance (93); direct, protect, guard (96); connect (97); prevent (98).

B. *Social Studies Words*: medical doctor, thermometer, stethoscope, patient (87); diploma, dentist (88); cavity, false teeth (89); veterinary (91); barber, clippers, scissors, comb (91); banker (93); teller, manager (94); policeman, safety rules (95); fireman, hydrant, helmet (97); alarm, sirens (98); postman, sorting (99).

C. *Think — Then Give a Good Answer*

1. What work does the doctor's nurse do?
2. How does the dentist use the little mirror, and the plaster teeth?
3. Why is the veterinary a good friend of animals?
4. What does the barber's sign mean?
5. Why does Jane have a bank book? Why are the figures in it made neatly? Who is in charge of the bank? What does he do?
6. Answer the questions the children ask Mr. Shaver, the policeman.

7. Why is the policeman our helper and friend? The postman?
8. Why is the fireman a very important person?
9. How many fire safety rules do you know? What are they?

D.

### *Things To Do*

1. What is your doctor's name? Where does he live? Tell the class what his office is like. Why did the doctor come to see you at your home? What do the letters "M.D." mean?
2. Have you ever had a toy doctor's or nurse's set? Bring one to school and talk about it.
3. What is your dentist's name? Tell the class about your last trip to his office.
4. Have you ever been to the veterinary's office? Why did you go?
5. Have you any money in a big bank? If you have, bring your bank book to school. Tell the class how you use it.
6. Which traffic safety rules and fire safety rules do you think are the most important? Write them neatly in your note-book.
7. If you have ever seen an accident or a fire, tell about it.
8. Stamps are interesting things. Bring some stamps to school. Show them to the class. Find out all you can about them.
9. Doctor, nurse, dentist, veterinary, barber, bank manager or teller, policeman, fireman, postman.  
 (1) Invite some of these people to your class to tell you about their work. Collect pictures of them doing their work. Write a short story under each picture.
10. Look at the picture of the policeman on p. 96. On the school there is the green flag of Elmer, the safety elephant. Elmer wants you to keep the safety rules. If there are no accidents, Elmer's flag stays up. Sometimes there is an accident because a pupil was careless. Then Elmer's flag comes down. If no girl or boy is careless for a month, the flag goes up again. Find a picture of Elmer. If he could talk what would he tell your class?

### **The Hospital, Newspaper And Service Station P. 101**

A. *Special Words*: explode (107).

B. *Social Studies Words*: hospital, ambulance, nurse, tonsils, operating room, nursery (101); newspaper, presses (103); advertisements (104); service station, gasoline, gallon, batteries, spare parts, hoist, grease, repairs (105).

C.

### *Think — Then Give a Good Answer*

1. Why do we have ambulances?
2. Why are hospitals always kept very clean?
3. Why are there advertisements in the newspaper?



4. Why is a gas pump something like a cash register?

D.

*Things To Do*

1. Where is the nearest hospital to your home? If you have had to go to the hospital, tell about it. Ask a nurse to your class to tell about her work in the hospital. Ask her to wear her uniform.
2. Ask a newsboy to tell the class about his work.
3. Bring a newspaper to school. Talk about it.
  - (a) Find the advertisements, the sports page, the comics.
  - (b) Can you find a part that tells about the weather? What does it say about to-morrow's weather?
  - (c) Is there a children's page? Do you like it? Why?
4. Go to see a service station. Tell your class about it. If you have a toy service station, bring it to school too. It will help you to tell your story.
5. There are many kinds of gasoline. How many do you know?

**Holland P. 108**

- A. *Special Words*: practises, history, geography, science (111); soccer (115) sparkle (118) dessert, currant (120); crane (123); costumes (126).
- B. *Social Studies Words*: Holland, canal, barges (108); Netherlands, dikes (114); klompen, windmills, polders, tulips (122).

C.

*Think — Then Give a Good Answer*

1. Why do the people of Holland build dikes?
2. Why are there many windmills in the Netherlands?
3. How can Mrs. Kroom do much of her shopping at home?
4. Why are klompen good things for the Dutch farmer to wear?
5. Why did Queen Juliana come to live in Canada?
6. Why do the Dutch children look forward to St. Nicholas' Day?

D.

*Things To Do — Holland*

1. Divide your class into groups. Let each group make a mural about the Kroons.
  - (1) At home (2) At school (3) At Grandmother's (4) At the beach (5) At the great port.Before you start your work, talk about it. Choose different girls or boys to do different parts of the mural.
2. Sing the song on page 131. Do you know any other Dutch songs?
3. On a sand table make a Dutch scene. Show a polder, a windmill, and a canal. Make the windmill of cardboard.
4. Grow tulip bulbs in pots and in the school garden.
5. Try to get a pair of klompen that fit you. Wear them. Tell the class what it feels like to wear wooden shoes.

## Switzerland P. 132

- A. *Special Words*: procession (136); juicy (137); bale (139); rifle (146); badge, orphans (147).  
B. *Social Studies Words*: Switzerland (132); herdsman (135); curds (138); William Tell (140); tourists (143); dams (144); watches (146); lady-bird (147).

C. *Think — Then Give a Good Answer*

1. How is Switzerland different from Holland?
2. Why is much of the work on the Swiss farms done by hand?
3. Why do the Swiss farmers take the cows to the mountain pastures?
4. Why is it not easy to build railways in Switzerland?
5. Why was the Children's Village built? Do you think it is a good idea? Why?
6. In the poem on p. 150, try to find six things about Switzerland.

D. *Things To Do — Switzerland*

1. Ask for Swiss cheese at the grocery store. Bring some to school. Talk about the pictures on the package.
2. Look at as many wrist watches as you can. How many have the word "Swiss" on the face? What does this mean?
3. Go to the railway office. Ask for "travel folders about Switzerland." There are many good pictures in them.
4. Tell your Mother and Father about "The Children's Village." Would you like to visit it? Why? Try to find out more about it.

## Norway—P. 150

- A. *Special Words*: crunchy (156); company (157); decorated, carols (162).  
B. *Social Studies Words*: Norway (150); fiord, glaciers (151); saeter (153); racks, rye biscuits (154); furniture, carving, eiderdown (158); carriers, spruce (159); scooter-sled (162); sardines (163); Norsemen, Leif, National Anthem (166).

C. *Think — Then Give a Good Answer*

1. How do the people of Norway use the fiords?
2. Why are the people of Norway careful of their forests?
3. Why does Elsa like the kitchen best of all?
4. Why don't the harbours of Norway freeze in winter?
5. Why does Uncle Edvard say that Nils is a god Norwegian?

D. *Things To Do*

1. Do you know how to ski? If you do, bring your skis to school and tell the class about it.

2. Almost every country has a National Anthem. What is ours in Canada? Find out as much as you can about the National Anthems of other lands.
3. At night Mrs. Hansen often knits. She made a sweater for Nils at Christmas. It was black with white animals across the chest. Try to find a picture of this kind of knitting. It is very common in Norway.
4. Bring to school as many things as you can from Norway. Tell your class about them.

### Lapland — P. 168

- A. *Special Words*: frozen (168); trousers, shawl (174); trimmed (179).
- B. *Social Studies Words*: Lapland (168); Lapps, reindeer, herds (169); antlers, reindeer skin bags (170); pan cakes (171); reindeer milk (172); reindeer skins (174); sleds, rein, cradles, mosquitoes (175); Lapp dogs (177); tent school (179).

#### C. *Think — Then Give a Good Answer*

1. Why is Lapland called "A Land of the Midnight Sun"?
2. Why doesn't the Lapp mother serve many vegetables?
3. Why do the Lapps sometimes keep goats?
4. How do the Lapps keep their feet warm?
5. Why do many Lapp families move often?
6. Why is the Lapp cradle a very good one?
7. How do the Lapp dogs help their masters?
8. Would you like to go to a Lapp school? Why?

#### D. *Things To Do*

1. Pretend you are a Lapp boy or girl visiting the class. Answer the questions the other children ask you.
2. Find out all you can about the reindeer. Are there any in Canada? Where do they live?
3. Dogs help their masters in many lands. Make a "Dog Picture Book." Under each picture print the name of the dog and the country he comes from. Tell how each dog helps his master.
4. Make a booklet called "School in Many Lands." Draw pictures to show children of different countries at school. How is each school the same as yours? How is each one different?
5. Find out more about the "Midnight Sun." Where is the Land of the Midnight Sun in Canada? Tell the class about it.

### Children Of An Island Land — Japan P. 180

- A. *Special Words*: verandah (183); shutters, cushions (183); arrange (184); sash (186); rinses (187); wrestling (188); unwind (193);

respect (194); excited (195).

- B. *Social Studies Words*: Pacific Ocean, Japan (180); rock garden, earthquakes (182); sliding doors, mats (183); vase (184); chopsticks, green tea, kimonos, obi, tabi, clogs (186); sandals, geta, zori, wooden bath tub, brush strokes, abacus (187); story-teller, kite (188); Children's Day (189); carp, festivals (190); big straw hats (191); rice fields (192); tea bushes, silk worms, mulberry, catches of fish (193); cormorants, Tokyo, Emperor (194); red sun (195).

C. *Think — Then Give a Good Answer*

1. Why are many Japanese houses light and easy to put together?
2. How can Mrs. Tanaka easily change the inside of her house?
3. How is the Tanakas' bath tub different from yours?
4. What do the parents teach their children on Children's Day?
5. Why are Japanese farms small?
6. Why are the rice-fields built like steps along the hill sides?
7. What are some of the things that are made in Japanese factories?

D. *Things To Do*

1. Collect pictures of Japan. Put them in a scrap book. Print a short story under each one.
2. Learn more about silkworms. Try to find a piece of Japanese silk. Bring it to school.
3. Find pictures of the Emperor and his family.
4. Try to find a Japanese newspaper to show to the class.

**India P. 196**

- A. *Special Words*: harvest (203); petticoat (204); husks (208); threshing (209); reminds (210); important (211).

- B. *Social Studies Words*: India (196); tailor, potter, wheelwright (197); village barber, silversmith, carpenter (198); clay pots (199); spices, ghee, chappattis (200); brass trays, churn (201); charpoy (202); leather pail (203); tank, dhoti, sari (204); dry season (205); wet season, millet (206); cotton (207); bullocks (208); Festival of Lights (210).

C. *Think — Then Give a Good Answer*

1. Why does Chander never tire of his walk home?
2. Which work shop do you like best? Why?
3. What do you think Chander will be when he grows up? Why?
4. Why does the Indian farmer keep cattle?
5. Do you think Indian clothes would be good to wear in Canada? Why?
6. Why is the tank a busy place in the dry season?



7. How does Mr. Dass thresh his grain?

D.

*Things To Do*

1. Look for things that were made in India. Put them on the "India" table. For each thing, print a short story on a card.
2. Find pictures of the great mountains of India. What is the name of the highest one? Has any man ever climbed to the top of it?
3. Does your father do the same kind of work that his father did? Talk about this with your friends. Do Canadian boys almost always do the same work as their fathers? Why?
4. Why is Chander's family so large? Do any of your relations live with you? Do they help your father at his work? Try to find a picture of an Indian family. Show it to the class.
5. Have you ever seen a "tank" in Canada? Canadian farmers sometimes make ponds on their farms. Why?

**Egypt P. 211**

- A. *Special Words*: fuel (216); juicy (218); jerks (221); trough (222); squat, interested (224); monuments, buried, statue (225).
- B. *Social Studies Words*: Egypt, Africa, galabia (211); desert (212); oasis, Nile, palm trees, mud, bricks (213); water buffalo, ox, donkey, camel (215); cornstalks, dates, olives, birka (216); kerosene, coal-oil, fellah (217); cotton, sugar-cane (218); ditches, banks of earth (219); sickle, drag (220); shadoof, sakia (211); market place (223); feluccas (224); Pyramids, Sphinx (225).

C. *Think — Then Give a Good Answer*

1. Why do many Egyptian farm children go without shoes?
2. Would Sulim's house make a good home in Canada? Why?
3. Which fruits of Egypt do not grow in Canada?
4. Why was the birka filled up?
5. Why are the farm animals very important to Sulim's father?
6. Could the people of Egypt live without the Nile River? Why?
7. Why does Sulim's father use a shadoof and a sakia? Which is easier to use?
8. Have you ever been to a market in Canada? How was it different from the market place in Egypt?

D.

*Things To Do*

1. With plasticine make a Pyramid and a Sphinx.
2. Ask your teacher to tell you Bible stories about Egypt.
3. Make a toy "shadoof" or a "sakia". Tell the class how it works.
4. Get some grain from a farmer's field. Bring it to school. Try to thresh and winnow it for your class.

Make a mural of Sulim shopping in the market place.

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